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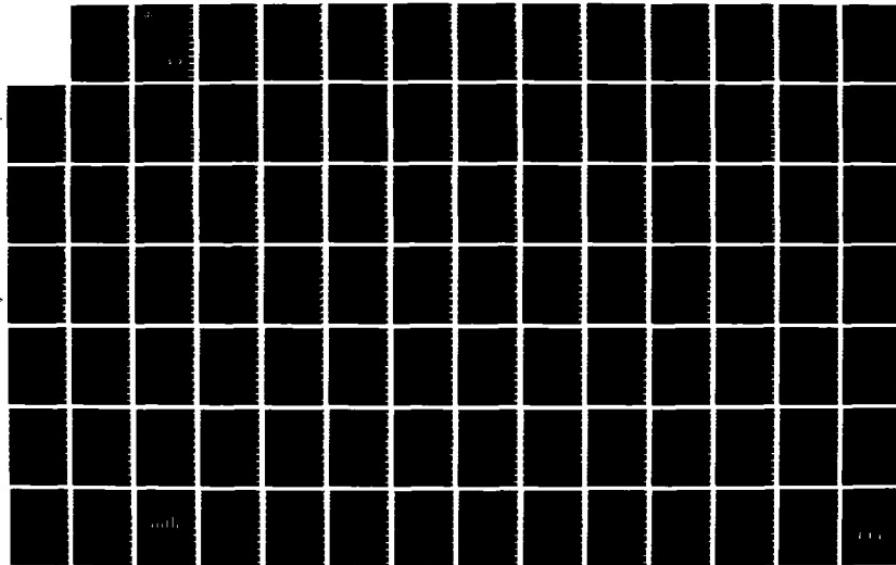
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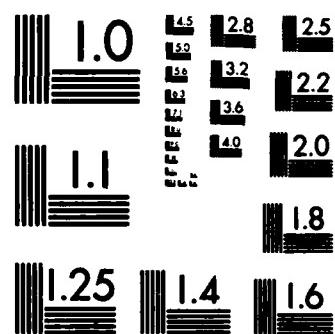
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YOUTH ATTITUDE TRACKING STUDY II  
Fall 1985

by

Robert M. Bray  
Nancy M. Ostrove  
Frederick W. Immerman  
Mary Ellen McCalla  
L. Lynn Guess

RTI/3365/05-02FR  
June 1986

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The views, opinions, and findings contained in this report are those of the authors and should not be construed as an official Department of Defense position, policy, or decision, unless so designated by other official documentation.

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## PREFACE

This report documents a study performed by Research Triangle Institute under Contract MDA 903-83-C-0172 as part of the Joint Market Research Program sponsored by the Office of the Assistant Secretary of Defense (Force Management and Personnel) [OASD(FM&P)].

The Youth Attitude Tracking Study II (YATS II) is a key component of the Joint Market Research Program which contributes to policy formation and the development of recruiting marketing strategies. The Military Services provide comments and guidance through the Joint Market Analysis and Research Committee (JMARC). YATS II provides annual data about the propensity of young men and women to enlist in the active military and in the Reserve Components. It also measures awareness of military advertising, contact with recruiters, and knowledge of the financial incentives for enlisting.

The Project Directors for the 1985 YATS II were Dr. Jay R. Levinsohn and Dr. Robert M. Bray of Research Triangle Institute. L. Lynn Guess was responsible for instrument development, Frederick W. Immerman for the sampling design, and Dale S. DeWitt for data collection. Ronald Smith coordinated data collection at Amricon, RTI's subcontractor for some of the data collection. Dr. Nancy M. Ostrove and Dr. Mary Ellen McCalla made substantial contributions to the analyses and writing of the final report. Lillian Clark completed the typing and clerical requirements. Special thanks are due to the tireless efforts of the telephone survey staff in completing the interviews, both at RTI and Amricon; to Dr. Jay R. Levinsohn for Computer Assisted Telephone Interviewing (CATI) design and implementation; to Janice L. Whelan for CATI programming; to Elizabeth Cavanaugh for editorial assistance; and to Dr. Daniel G. Horvitz for his interest and support. Of course, we are indebted to the respondents who provided the data for the study.

Research Triangle Institute acknowledges the efforts of individuals from the Department of Defense in the successful completion of this study. At the Defense Manpower Data Center, Zahava D. Doering, Chief, Survey and Market Analysis Division, and John A. Richards, Chief, Market Research Branch, provided guidance during the effort. Dr. Michael T. Laurence, Market Research Branch, was the principal DoD contact and provided specific direction during all stages of the effort. Vonda L. Kiplinger, also of the Market Research Branch, provided valuable technical assistance in the areas of sample design and

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## EXECUTIVE SUMMARY

Effective recruiting in the youth market for manpower requires that the Department of Defense (DoD) and the individual Services have reliable, valid, and timely recruit market data. Such data should describe the backgrounds, attitudes, and motivations of young men and women, and their intentions to serve in the military. Since 1975, the Youth Attitude Tracking Study (YATS) has provided recruit market data from non-military youth aged 16 to 21 about serving in the active duty military. In 1983, the YATS survey was reconfigured as YATS II to include a sample of 22-29 year old males and questions about service in the Reserve Components.

This report describes the 1985 YATS II study conducted by the Research Triangle Institute with the aid of Amrigon Enterprises, Inc. Data for the study consist of responses to a 30-minute, computer-assisted telephone interview from a national sample of participants in three market groups: young males (aged 16-21 years), older males (aged 22-29 years), and females (aged 16-21 years). Results are based on interviews from 5,478 young males, 1,180 older males, and 3,301 females.

The focus of the report is (1) to understand the factors that influence the propensity of the current pool of young adults to enlist in the military, and (2) to provide useful information to recruiting managers, advertising personnel, military commanders and other government officials. Chapters 1-3 of the report discuss the general background and methodology for the study. Chapters 4-7 present descriptive results for the three market groups using enlistment propensity as an organizing theme for the analyses and presentation of findings. Chapters 8-9 present segmentation analyses using Recruiting Priority Groups (RPGs) for young males and females, and Chapter 10 presents an alternate segmentation analysis for young males based on high school status and predicted Armed Forces Qualification Test (AFQT) categories.

The following pages of this executive summary provide an overview of the substantive findings described in Chapters 4 through 10 of the report.

### A. Enlistment Propensity Overview (Chapter 4)

Table X.1 presents 1984 and 1985 estimates of positive propensity to serve in the active military and the Reserve Components. As shown, propensity estimates for 1985 closely paralleled those for 1984. There was an overall pattern of no significant changes with two exceptions. For older males,

Table X.1. Positive Propensity to Serve in the Active Military and Reserve Components, 1984 and 1985

Propensity Measures	Market					
	Young Males		Older Males		Females	
	1984	1985	Change	1984	1985	Change
<b>Composite Active Propensity</b>						
Army	29.9	29.8	-0.1	10.3	8.9	-1.4*
Navy	14.3	14.7	+0.4	4.6	4.4	-0.2
Marine Corps	10.9	10.6	-0.3	5.5	3.2	-2.3*
Air Force	9.6	10.2	+0.6	3.8	3.4	-0.4
	15.3	14.9	-0.4	6.3	5.0	-1.3
<b>Composite Reserve Propensity</b>						
Army National Guard	19.4	20.8	+1.4	9.3	10.0	+0.7
Air Force National Guard	7.3	7.1	-0.2	4.1	5.0	+0.9
Army Reserve	3.4	4.2	+0.8	2.6	1.8	-0.8
Naval Reserve	6.1	6.4	+0.3	2.9	3.3	+0.4
Marine Corps Reserve	2.3	1.6	-0.7	0.5	0.5	-
Air Force Reserve	1.8	2.1	+0.3	0.7	1.2	+0.5
Coast Guard Reserve	4.2	5.0	+0.8	1.7	1.9	+0.2
	0.7	1.0	+0.3	1.0	0.6	-0.4
<b>Unaided Mentions</b>						
	7.5	7.4	-0.1	0.9	0.5	-0.4
					1.9	1.6
					-0.3	

Note. Tabled values are percentages. Estimates for 1984 are based on interviews with 5,058 young males, 1,379 older males, and 1,503 females. Estimates for 1985 are based on interviews with 5,478 young males, 1,180 older males, and 3,301 females.

\* 1984-85 comparisons were statistically significant at the 95 percent confidence level.

Source: Questions 438, 505-513.

propensity to join the Navy declined significantly from 5.5 percent to 3.2 percent and for females, propensity to join the Air Force declined from 9.0 percent to 6.5 percent. Overall in 1985, Composite Active Propensity (propensity to serve in one or more active-duty Service) was

- 29.8 percent for young males,
- 8.9 percent for older males, and
- 11.9 percent for females.

Young males and females had significantly lower propensity toward service in the Reserves than toward service in the active military, whereas older males were as likely to report positive propensity for the Reserve as active service. Positive propensity respondents were more likely than their negative propensity counterparts to be younger, nonwhite, never married, attending or planning to attend school, less educated, and not employed but looking for a job.

For young males annual unemployment rates were positively related to estimates of Composite Active Propensity (correlation = .61); that is, positive propensity tended to increase or decrease with unemployment rates. Females did not show this relationship.

#### B. Consideration of Military and Civilian Alternatives (Chapter 5)

Serving in the military is only one of a number of occupations or pursuits available to young adults. The desirability and feasibility of other alternatives such as school or civilian employment constitute the context within which young people evaluate the characteristics of military service.

From a list of 15 job characteristics asked in the 1985 YATS, six were rated as "extremely important" or "very important" by 75 percent or more of young males, older males, and females:

- Enjoying your work
- Job security
- Good income
- Personal freedom
- Learn a valuable trade or skill
- Adequate retirement benefits.

In addition, 87 percent of females also rated "equal pay and opportunity for men and women" as important.

Respondents were also asked whether the 15 job characteristics were more likely to occur in a military job, in a civilian job, or were equally likely to occur in either sector. Four characteristics were rated by 25 percent or more of all market groups as more likely to occur in the military: do something for the country, training for leadership, get money for education, and job security. Of these, job security was the only characteristic that appeared on the list above.

Five characteristics were reported by 25 percent or more of males as more likely to occur in civilian jobs: stay in area, personal freedom, good income, enjoy your work, and parents' approval. Of these, personal freedom, good income, and enjoy your work are characteristics previously rated as highly important. Females concurred on all items except good income which they were more likely to perceive as equally attainable in military and civilian jobs.

Respondents with positive general intentions to join the military were also positive toward other alternatives. Half to more than four-fifths of those in each market group with positive general intentions to enlist also expressed positive intentions to continue their education. When queried about their most likely activity in a year (or after high school), three-quarters or more in each market group expected to be going to school or working full time. Six percent or less believed they would most likely be serving in the military.

Beliefs about what others expect one to do and one's own feelings about military service are related to the likelihood of joining. Young males were more likely to report that "those who matter most" hold favorable opinions toward their joining the military (42 percent) than older males (29 percent) or females (28 percent). Young males were also more likely to report positive personal feelings about serving in the military (41 percent) than older males (28 percent) or females (25 percent). These beliefs and feelings were strongly related to propensity. Those with positive propensity were much more likely to report having positive feelings about serving in the military (67 to 81 percent) and the support of significant others (56 to 67 percent) than were those with negative propensity. Young males' attitudes, perceived norms, and views about encouraging a friend to talk to a recruiter were significantly more favorable in 1985 than they had been in 1984.

### C. Enlistment Incentives (Chapter 6)

Enlistment incentives are a major part of recruiting and advertising efforts. For the active Services, knowledge of monthly starting pay and enlistment bonuses was low. The tendency to overestimate starting pay increased between 1983 and 1985. Informing respondents of the correct amount of starting pay had little effect on general intention to serve. About one-fourth of young males, one-third of older males, and less than one-fifth of females knew that cash enlistment bonuses are given for joining the military. Propensity to enlist was not related to knowledge of enlistment bonuses.

In contrast to knowledge about starting pay and enlistment bonuses, knowledge about educational benefits was high. About two-thirds of males and over one-half of females knew that the Services provide educational benefits. Knowledge about educational benefits was unrelated to propensity. In 1985, more respondents in each market segment knew about educational benefits than in 1984; young males showed a 6-percentage point increase, and females showed a 19-percentage point increase.

Reserve Component questions addressed time requirements, pay, benefits, incentives, and civilian employer attitudes. Older males were more accurate than either young males or females in estimating the correct number of required drill days per month in the Guard/Reserves. Accuracy in estimating drill days increased between 1983 and 1985 for all groups, but especially for older males. All three market groups showed low levels of knowledge about beginning pay per drill day; less than one-fifth gave a reasonably close estimate. Accuracy of beginning pay per drill day has been decreasing since 1983.

Offering hypothetical increments in the cash bonus for enlisting in the Guard/Reserves increased estimated enlistment likelihood. Raising the bonus from \$2,000 to \$6,000 increased estimates of likelihood of enlistment by 20 percentage points for young males, 12 percentage points for older males, and 15 percentage points for females.

### D. Information Seeking and Recruiter Contact (Chapter 7)

Information seeking and enlistment influences are conceptualized on a passive-to-active continuum. Receiving direct mail recruiting literature, awareness of broadcast or print advertising, and knowing someone who enlisted are relatively passive activities. More active behaviors include making a toll-free call, mailing a card for information, and initiating contact with a recruiter.

More than 73 percent of young males and more than 68 percent of older males and females reported awareness of broadcast advertising for each of the four active Services. Awareness was highest for Army advertising (more than 85 percent in each market group) and low for the Joint Services (51 to 59 percent), National Guard/Reserves (52 to 64 percent), and Coast Guard (38 to 45 percent). The 1985 data showed levels of awareness from 3 to 10 percentage points lower than those found in 1984. All three market groups showed decreasing patterns of awareness for all Service advertising and the Joint Services advertising.

Majorities in each market group correctly identified advertising slogans for the Army, Marine Corps, and Air Force. Recognition was low for the Joint Service slogan and for the "Great Way of Life" Air Force slogan. Where accurate recognition was low, responders usually attributed these slogans to the Army (which advertises much more than the other Services) or the Joint Recruiting Advertising Program.

More than 70 percent of young males and females had seen print advertising, and more than 85 percent saw or heard broadcast advertising for the military. Less than one-half of young males reported receiving direct mail recruiting literature compared to about one-quarter of females. Both groups reported lower frequencies of receiving military mail literature in 1985 than they had in 1984.

Under one-half of the young males, and one-fifth or fewer of female and older male respondents discussed joining the military with friends or family in the past year. Those with positive propensity were more likely than those with negative propensity to have discussed enlisting with someone.

Fewer than 10 percent of young males or females mailed a card, and less than 3 percent made a toll-free call for information about the military. Females were less likely than young males to seek information by either phone or mail. Positive propensity and information-seeking behavior were positively related for both genders. Reported use of both of these methods of obtaining information in 1985 declined by about 6 percentage points since 1984.

About two-fifths of males (young and older alike) and one-fourth of females reported contact with a military recruiter some time in the past. Young males with positive propensity were considerably more likely to report recruiter contact than those with negative propensity.

#### E. Recruiting Priority Groups and Propensity (Chapter 8)

The young male and female market groups were segmented into Recruiting Priority Groups (RPGs) as an aid in targeting recruiter activities. High school graduation status and high school grades were used to construct five RPGs which were assigned the following recruiting priorities:

- 1) Higher Aptitude High School Graduates
- 2) Lower Aptitude High School Graduates
- 3) College Students
- 4) Young High School Students
- 5) Non-completers.

The groups were compared on sociodemographic, educational, and employment characteristics, as well as on their propensity to join the military. Young male and female RPGs showed similar age and race/ethnicity patterns. High School Graduates tend to be oldest (76 to 85 percent are 18 or older) and Young High School Students are youngest (97 percent are 16 and 17). The majority of both groups are white (75 to 79 percent) and females are more likely to be married than young males. Sociodemographic characteristics observed in 1985 were similar to those from 1984.

Large majorities of young males and females desired more education or training; this was true of three-fourths or more of the three highest priority groups. Two-fifths to one-half of the respondents in these groups believed that it will be difficult to pay for further schooling.

Among the Higher and Lower Aptitude High School Graduates, three-fourths of the young males and two-thirds of the females were employed full time or part time. Despite an overall 1984-1985 decline in full-time employment for young males, only the College Student RPG showed a significant decline.

Table X.2 presents propensity estimates for the RPGs in 1984 and 1985. For young males, Composite Active Propensity was highest among Young High School Students and Non-completers and lowest among College Students. Thus, groups with lower priority had the highest propensity. For Reserve propensity, College Students had notably lower propensity than the other four groups. Young male RPGs showed no significant 1984-1985 changes. Female propensity levels were consistently lower than those of young males but showed the same general patterns for both active and Reserve propensity measures. Young High School Students show the highest propensity levels, followed by Non-completers and Lower Aptitude Graduates, with Higher Aptitude Graduates and College

**Table X.2. Composite Active and Reserve Positive Propensity for Recruiting Priority Groups, 1984 and 1985**

Propensity/RPG	Young Males			Females		
	1984	1985	Change	1984	1985	Change
<b>Composite Active Propensity</b>						
Young High School Students	43.9	42.1	-1.8	18.6	20.8	+2.2
Non-completers	36.6	35.6	-1.0	12.6	13.0	+0.4
Higher Aptitude High School Graduates	27.5	26.1	-1.4	12.9	7.8	-5.1*
Lower Aptitude High School Graduates	27.1	27.0	-0.1	11.5	13.0	+1.5
College Students	19.1	17.4	-1.7	11.7	8.1	-3.6*
Total	29.9	29.8	-0.1	13.2	11.9	-1.3
<b>Composite Reserve Propensity</b>						
Young High School Students	26.2	27.6	+1.4	12.1	12.1	-
Non-completers	24.7	21.2	-3.5	11.9	8.0	-3.9
Higher Aptitude High School Graduates	18.6	21.6	+3.0	9.0	6.4	-2.6
Lower Aptitude High School Graduates	18.1	21.2	+3.1	9.1	9.0	-0.1
College Students	12.6	13.4	+0.8	6.8	5.1	-1.7
Total	19.4	20.8	+1.4	9.2	7.7	-1.5

Note: Entries are percentages.

\*1984-1985 comparisons are statistically significant at the 95 percent confidence level.

Students showing the lowest levels of propensity. Composite Active Propensity among female Higher Aptitude Graduates and College Students declined significantly from 1984 to 1985.

F. Selected Enlistment-Related Issues and RPGs (Chapter 9)

As an aid to targeting recruiting policies and activities, the young male and female Recruiting Priority Groups (RPGs) were examined for differences in their knowledge of military pay and enlistment incentives, their awareness of military advertising, their information-seeking behavior, and recruiter contact. In addition, the RPGs were examined for differences in perceptions of military and civilian alternatives.

There was little or no systematic variation among RPGs for either young males or females in knowledge of monthly starting pay or enlistment incentives (cash enlistment bonuses and educational benefits). Awareness of educational benefits increased between 1984 and 1985. Young male Higher Aptitude Graduates, College Students, and Non-completers showed increases ranging from 17 to 22 percentage points. Female College Students increased 30 percentage points.

Advertising awareness did not vary among female RPGs. Among young male RPGs, College Students had the highest awareness (ranging from 92 percent for Army to 46 percent for Coast Guard) and Non-completers the lowest (ranging from 85 percent for Army to 40 percent for Coast Guard).

College Students were the most likely (70 percent young males, 47 percent females) and Young High School Students (16 percent young males, 8 percent females) were least likely to report receiving direct mail recruiting literature. Similarly, College Students in both market groups were most likely to report having mailed a card for information, and Young High School Students were least likely.

Recruiter contact and enlistment test-taking were most common for young males in the three highest priority groups. About 45 to 51 percent of young males in these groups reported recruiter contact (vs. 38 and 24 percent in the other two groups). Among females, Young High School Students (11 percent) reported less contact than the other groups (22 to 29 percent). The enlistment test was most likely to have been taken by the three highest priority groups (25 to 30 percent males; 18 to 19 percent females).

G. AFQT-Based Analysis of Results for Young Men (Chapter 10)

A prediction model was used to classify respondents into AFQT categories. These categories were then used to classify recruiting groups and to analyze selected results from the 1985 YATS II Survey. Results were analyzed for four major groups according to high school status:

- high school diploma graduates;
- high school seniors;
- younger high school students; and
- non-completers.

Each of the graduate and student groups was divided into two subgroups: those predicted to score in AFQT category I-IIIA (upper 50 percent on the ability continuum) or in AFQT category IIIB-V (lower 50 percent). Because of its low recruiting priority, the non-completer group was not divided into subgroups.

Composite Active Propensity was much greater for high school students (35-40 percent) than for high school graduates (just under 20 percent). Enlistment propensity was 13 to 20 percentage points lower for AFQT category I-IIIA youths than for category IIIB-V youths. Similarly, category I-IIIA youths are less likely to have taken actions toward enlistment.

Recent recruiter contact for the Army and the Marine Corps were more common among high school seniors than among graduates. Contacts with AFQT category I-IIIA youths were less common than contacts with category IIIB-V youths. For the Navy and Air Force, recent recruiter contact rates were more similar for high school graduates and seniors and for the two AFQT groups.

High school students (compared to graduates) and category I-IIIA youths (compared to category IIIB-V youths) were much more likely to plan to attend school full time and less likely to plan to work full time. The military competes primarily with full-time school attendance for the majority of category I-IIIA youths. Recruiting efforts aimed at lower aptitude youths, however, compete more equally with both full-time school attendance and the labor market.

Overall, there was high awareness of recent military advertising. About 80-90 percent of the respondents recall seeing or hearing broadcast advertising for the military during the past year; awareness of print advertising is 5-10 percentage points lower. There were no large differences in awareness among high school-AFQT groups. Reports of receiving unsolicited recruiting literature

were less common, possibly reflecting both less intense market coverage and the targeting of mailings to high school seniors. AFQT category I-IIIA high school graduates and seniors were more likely to report receiving literature than were category IIIB-V graduates and seniors.

The three media combined (print, broadcast, unsolicited literature) appeared to cover about 95 percent of the market with military advertising. Coverage for the individual Services and components varies considerably and is much lower overall. The results are reassuring in showing that as many predicted AFQT category I-IIIA youths as category IIIB-V youths were reached by advertising efforts. However, large proportions of category I-IIIA high school graduates and seniors reported no awareness of recent advertising for most Services.

In general, knowledge of military starting pay and awareness of enlistment bonuses did not vary by predicted AFQT group and was very low overall. Knowledge about educational benefits, however, was more common and did vary by predicted AFQT. About 75-80 percent of category I-IIIA high school graduates and seniors were aware of the post-Service educational benefit program although they considerably underestimated the maximum value of the benefit.

## 1. ENLISTMENT DECISIONMAKING: CHOICE AMONG COMPETING ALTERNATIVES<sup>1</sup>

The Youth Attitude Tracking Study (YATS) has been conducted since 1975 to provide data to support the recruiting efforts of the Armed Forces. This series of annual surveys has assessed the backgrounds, attitudes, and motivations of young men and women and their intentions to serve in the military. In 1983 the study design was reconfigured and became known as the Youth Attitude Tracking Study II (YATS II). YATS II provides much of the data and knowledge needed to continue to meet recruiting challenges, and in turn, provide the quality manpower in adequate numbers required for a strong national defense.

Since 1983, the YATS II reports have contained an introductory chapter whose purpose has been to place the rest of the report into a broader context. In 1983, the introductory chapter provided a perspective regarding the issues and challenges facing recruiters. In 1984, the chapter addressed the relationship between propensity or intention to enlist and actual enlistment in the Armed Forces. The present chapter addresses an additional issue of interest, namely, high school seniors' choice of military enlistment from among various postsecondary educational and career alternatives. Military service, then, is one of many options open to seniors; the various opportunities in higher education and the civilian labor market constitute a competitive context in which the enlistment decision should be viewed. We assume that an important ingredient in accession policy formulation is a firm understanding of the personal, situational, and temporal factors that determine how young men and women choose among alternative postsecondary options.

### A. Background

A recurring challenge confronting the Armed Forces since 1973 is recruiting. Today that challenge is mounting. The Armed Forces' demand for high school graduates with high aptitude is continuing to increase because of the skill levels needed to operate and maintain a new high-technology weapon systems (see Kitfield, 1986). However, because of demographic trends, the supply of manpower in the military's prime recruiting pool, youth aged 18-24 years, will decline by roughly 16 percent over the next 10 years (Spenser, 1984).

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<sup>1</sup>This chapter was written by Richard J. Shavelson, John D. Winkler, and Gus Haggstrom of the Rand Corporation and Zahava Doering of the Defense Manpower Data Center.

A decrease in the supply of high school graduates means that the Armed Forces will face increasing competition with colleges and universities and the civilian labor force for high-quality high school graduates. Competition with the civilian labor force in areas of the military's most critical need--youths with promise in such technical areas as electronics, computers, and communications--may be particularly keen for several reasons. Youth unemployment rates are down; economic indicators suggest a strengthening economy through the end of the 1980's; and pay caps and freezes since 1980 have kept military pay levels only about par with inflation. Even with the extraordinarily successful recruiting efforts of the past four years, then, and a concerted, successful effort to retain high quality enlistees beyond first-term enlistment, meeting recruitment goals in a highly competitive market will likely entail some changes in recruiting policies.

For the Armed Forces to compete successfully for high-quality youth, an understanding of how and why youths decide whether to enlist is essential. That is, a better understanding is needed of the enlistment decision process--the process by which individuals with differing demographic and background characteristics choose among competing alternatives such as military service, higher education, the civilian labor force, or homemaking. Such an understanding might permit accession policymakers to target scarce budgetary and recruiter resources on individuals most likely to enter military service. The remainder of this chapter outlines alternative approaches to the understanding of occupational and educational choices, reviews key studies of enlistment decisionmaking, and describes a current Rand study of enlistment decisionmaking that provides the most comprehensive analysis yet of enlistment decisionmaking in the context of competing alternative choices.

#### B. Approaches to Understanding Postsecondary-School Choice

In the United States, young men and women do not usually confront a serious decision point regarding their futures until they are about to graduate from high school. Then, they may choose among several alternative paths, including attending an institution of higher education, enlisting in the military, accepting a job in the civilian labor force, or (especially for females) homemaking. Understanding the dynamics of these postsecondary choices has been, for a long time, the objective of social scientists such as economists, sociologists, and psychologists. Although the emphasis within and between each discipline varies, their research provides a point of departure

for understanding postsecondary decisions. As they have sought an understanding of the process, economists have generally focused on labor force participation, sociologists on status attainment, and psychologists on vocational choice.

### 1. Economic Studies of Labor Force Participation

In studying postsecondary school choices, economists attempt to predict the effects of individual characteristics and labor market conditions on career decisions of major population groups in the United States (e.g., Bowen and Finegan, 1969). Individual characteristics include "objective" variables such as marital status, race, years of school completed, and family income. Labor market conditions include the overall unemployment rate, prevailing wage rates, and indices of demand and supply conditions peculiar to major population groups. Outcomes typically examined are decisions to join the labor force or decisions to obtain further schooling.

Economic studies of postsecondary school decisionmaking are often guided by human capital theory, which assumes that decisions concerning education status depend on both demand and supply curves (Hosek and Peterson, 1985). Demand for further education depends on expected monetary returns and the value attached to greater understanding of the world. The monetary increment associated with further education will tend to be lower for individuals with high wages. The supply curve depends on educational costs and learning proficiency. Marginal cost decreases with increased aptitude because highly proficient learners acquire more education per semester. Furthermore, human capital theory suggests that "an individual's willingness to obtain further education varies positively with learning proficiency, with ability to self-finance, and with sociocultural factors favoring further education, and negatively with current employment opportunities. Conversely, these factors should have an opposite relation to... [the propensity] to work" (Hosek and Peterson, 1985, p.10).

### 2. Sociological Studies of Status Attainment

In contrast, sociologists have devoted much of their effort to understanding relationships among the antecedents of educational and occupational attainment, particularly for subpopulations defined by ethnicity and gender. In this way, they provide a detailed analysis of the sociocultural factors influencing postsecondary school decisions, while paying nearly no attention to economic factors.

According to current theories of status attainment, an individual's sociodemographic status (SES) and aptitude are taken as givens. Whereas, SES and aptitude are directly related to educational and occupational attainments, much of the relationship is mediated by the socialization that the individual receives from "significant others" (i.e., parents, teachers, peers). Significant others are seen as influencing the individuals' educational and occupational goals according to the student's ability and academic performance. The expectations of significant others are communicated to the individual and then serve as principal causes of his educational and occupational aspirations. These aspirations, in turn, form the basis for postsecondary school choices. Specifically, individuals from higher SES and aptitude ranges would be expected to perform better in school and so engender higher educational attainment expectations from significant others, and to hold higher expectations for educational attainment. All else equal, they would be more likely to choose higher education alternatives than occupational ones upon leaving high school (cf. Alexander, Eckland, and Griffin, 1975; Anderson, 1981; Herzog, 1982; Kerckhoff and Jackson, 1982; Ornstein, 1976; Sewell, Haller, and Portes, 1969; Wilson and Portes, 1975).

### 3. Psychological Studies of Vocational Choice

Psychologists who study postsecondary school decisionmaking have concerned themselves more narrowly with students' occupational choices. The disciplinary orientation of psychologists leads them to distinguish broadly between personal and environmental influences on vocational choice. Not surprisingly, they emphasize individual differences as they influence career choice, including personality variables such as self-concept (cf. Super, 1985), and other psychological characteristics such as intelligence, school achievement, and career interests and preferences. Self-concept refers to a person's perception of himself or herself and can include several different dimensions. In contrast, environmental variables measure career attributes that influence choices (Holland, 1985).

Each approach described above has unique strengths and weaknesses that are attributable to its disciplinary perspective. The economic approach focuses attention on economic factors that influence postsecondary school decisions, and differentiates among these factors in important ways. We suspect that, in the absence of economic independence, economic needs will drive postsecondary school decisions to a very large extent. However, assuming

some minimal economic well-being, social and psychological factors will influence decisions. Here the economists are less helpful. The sociologists begin to fill the gap by identifying social factors (especially expectations of "significant others") that shape an individual's educational and occupational aspirations, and thereby play an important role in postsecondary school decisions. Finally, once these social influences are accounted for, postsecondary school decisions will, as the psychologists theorize, depend on the personality make-up of the individual. Each of the disciplines' strength, then, appears to be the others' weakness. Moreover, all three approaches are limited in conceiving postsecondary school options; most studies ignore military service as an occupational or vocational choice.

#### C. Enlistment Decisionmaking

What is needed is a multidisciplinary approach to postsecondary school decisionmaking that incorporates military service among its options. This approach has been taken in recent studies of the determinants of enlistment in the volunteer force (e.g., Hosek and Peterson, 1985). In this research, the postsecondary school decision is characterized as a choice between military service and "other" options (principally work or education). The research is grounded in economic theory of investment in human capital but also includes some of the concerns embodied in sociological models (e.g., parental and individual educational expectations, SES) and psychological models (e.g., aptitude, extracurricular experience). The following factors, drawn eclectically from economic and social science theory, are incorporated in econometric models that predict enlistment decisions:

- Individual characteristics
  - Learning proficiency (aptitude)
  - Financial means (e.g., family income and size, SES)
  - Parental and individual educational and occupational expectations
  - Curricular program (academic, general, vocational)
  - Academic performance
  - Extracurricular experience (athletics, academic clubs, work)
- Labor market conditions
  - Unemployment rate
  - Prevailing wage rates
  - Employment status and pay

- Educational opportunities
  - Costs
  - Availability of financial aid
- Military demand factors
  - Advertising
  - Recruiter contact

The Hosek and Peterson (1985) study provides an excellent example of research on enlistment decisionmaking. These researchers predicted enlistment probabilities for individuals in two groups that comprise the lion's share of recruits who enter active duty with at least a high school education: high school seniors and nonstudent high school graduates ("seniors" and "graduates"). Hypotheses regarding the determinants of choice between military service versus "other" were derived from theories of human capital, career choice, and recruiter behavior. In general, these hypotheses predicted that learning proficiency, educational expectations, and current employment opportunities would drive an individual's propensity to enlist. In addition, they surmised that the importance of these factors might differ between seniors and graduates, such that graduates might be less sensitive to education-related variables and more sensitive to work-related variables.

Indeed, Hosek and Peterson found substantial differences in the factors influencing seniors' and graduates' enlistment decisions. Graduates' enlistment probabilities were more affected by their employment situation, including current employment status, wage rate, labor force experience, job tenure, and, if not currently employed, duration of joblessness. Graduates who enjoyed success in the labor market were less likely to enlist. Seniors, by contrast, were more sensitive to education-related variables representing learning proficiency, ability to finance further education, and parental influence.

These findings, however, are qualified in important ways by the educational expectations of seniors and graduates (Table 1.1). An important finding is that seniors who expect more education are less likely than other seniors to enlist, while among graduates, those who expect more education are more likely to enlist. As Table 1.1 shows, the effects of educational expectations also vary according to three other determinants of enlistment. For example, the effects of learning proficiency depend on educational expectations among graduates. This finding suggests that graduates with higher learning proficiency are more likely to enlist when they have expectations for further education.

Table 1.1. Factors Affecting Enlistment Decision for Seniors and Graduates as a Function of Educational Expectations

Factor Influencing Enlistment Decision	"Educational Expectations"	
	No More Education	More Education
Learning Proficiency (Aptitude/AFQT)		
Seniors	Enlistment decreases with proficiency	Enlistment unrelated to learning proficiency
Graduates	Enlistment unrelated to learning proficiency	Enlistment increases with proficiency
Parental Expectations (Mother's Education)		
Seniors	Enlistment increases with increasing expectations	No effect on propensity
Graduates	Enlistment increases with increasing expectations	No effect on propensity
Wage Rate		
Seniors	Enlistment negatively related to wage rate	No effect on enlistment
Graduates	Enlistment negatively related to wage rate	No effect on enlistment

Such interactions hold implications for the recruiting market; for example, the above example suggests that recruiters may wish to target subsegments of seniors and graduates, such as graduates who expect more education.

By segmenting the market, Hosek and Peterson were better able to pinpoint those factors affecting seniors' and graduates' enlistment decisions. However, as Shavelson, Haggstrom, and Blaschke (1984) pointed out, from a recruiting perspective, it is important to further segment the "graduate market" itself, so as to determine enlistment rates and the factors influencing these rates for individuals in the civilian labor force, and in vocational schools and

two- and four-year colleges. With this information, recruiting can be targeted on particular sectors of the graduate market. Moreover, enlistment rates from various sectors of the graduate market might vary as a function of time since graduation, and this information in the hands of a recruiter might permit better timing of recruiting efforts:

D. A Longitudinal Study of the Sorting Out Process

The next step in studying enlistment decisions, one being taken by a Rand Corporation study in process, is to model postsecondary school choices in the context of the full range of competing alternatives confronted by young men and women between the ages of 18 and 24 years. Figure 1.1 provides a schematic diagram of this sorting-out process. Youths leave high school and enter military service, higher education, or the civilian labor force. Some continue along the same career path over a substantial time period (i.e., higher education, military service, work), while others change from one path to another over time. The path leading from high school to military service represents enlistments immediately following high school--"seniors" who decide to enlist. Paths leading from higher education, the civilian work force, and "other" (e.g., homemaking, unemployment) to military service represent enlistments from different groups of "graduates" who decide to enlist. Conceived in this manner, enlistment rates can be estimated for graduates from various postsecondary school sectors, and these rates can be estimated for various periods of time beyond high school.

Because of the selective nature of these postsecondary school decisions, the subpopulations of individuals entering military service, higher education, work, and "other" career paths vary in demographic characteristics such as socioeconomic status, background characteristics such as aptitude and educational expectations, responsiveness to labor market conditions, parental influence, and susceptibility to military recruiting. Consequently, the Rand study will segment graduates into their respective postsecondary school tracks and attempt to model enlistment decisions over time on the basis of individual characteristics, labor market conditions, and recruiting effort.

Using data on a cohort of roughly 30,000 high school seniors in 1980 who were followed up in 1982 and 1984, Rand will provide estimates of enlistment rates from the various postsecondary school sectors, and model the personal, social, and economic factors associated with enlistment decisions. The analyses will determine whether enlistment rates change systematically as a function of

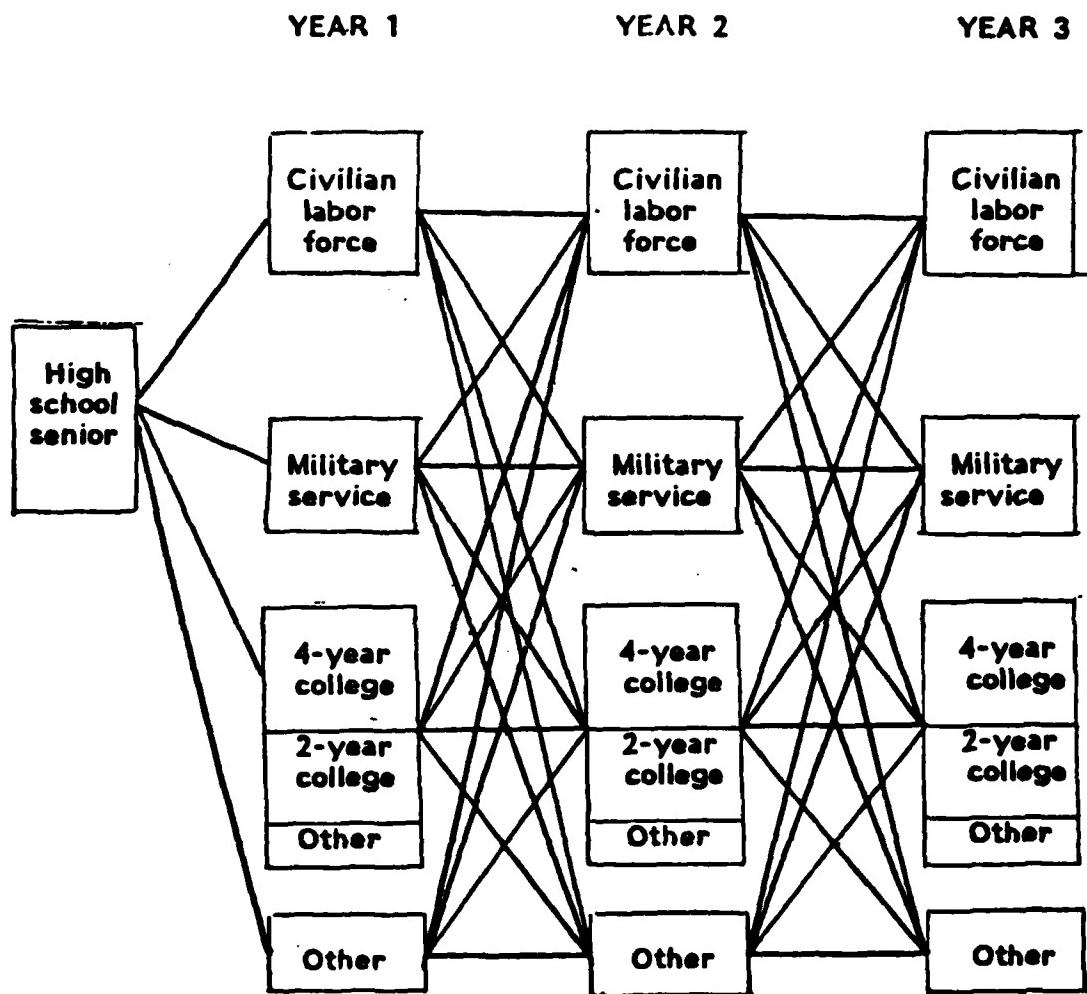


Fig. 1.1 -- Main Activities After High School

time past high school graduation and the non-military postsecondary school sector in which the individual finds himself. The forthcoming Rand work will pinpoint, for the first time, which postsecondary school sectors the recruits come from and the timing of their enlistment decisions. Such information in the hands of accession policymakers might prove exceedingly helpful in deciding which, if any, postsecondary school markets on which to focus recruiting (e.g., vocational schools and two-year colleges), and the timing of such recruiting (e.g., between six months and a year into the individual's first academic year).

The forthcoming Rand study promises to offer useful insights that will facilitate the targeting of recruiting efforts. Such information will buttress the data provided by the annual YATS surveys on the backgrounds, attitudes, and motivations of youth and their intentions to serve in the military. Further, these analyses may suggest refinements that can be adopted in future waves of YATS. Building an understanding of the enlistment decision should help the Services meet the challenge of manning the Armed Forces in today's highly competitive environment, and in the years to come.

## 2. INTRODUCTION TO THE 1985 YOUTH ATTITUDE TRACKING STUDY II

Effective targeting of recruiting efforts requires that the Department of Defense understand the backgrounds, attitudes and motivations of young men and women, and their intentions to serve in the military. In the past, two survey series provided data on these issues: the Youth Attitude Tracking Study (YATS) and the Reserve Component Attitude Study (RCAS). The Youth Attitude Tracking Study II (YATS II) is a reconfigured survey begun in 1983 that merges the former YATS and the non-prior service portion of RCAS into a single study. This chapter provides an overview of the 1985 YATS II survey.

### A. 1985 YATS II Objectives

The conduct of YATS II in 1985 was guided by a number of broad objectives:

- Assess current levels of propensity to enlist in the active Military Service and in the Reserve Components
- Assess trends in propensity to enlist in the active military
- Measure attitudes and motivations of potential recruits, especially as these relate to enlistment propensity
- Assess respondent awareness of military advertising programs
- Examine the potential effect of enlistment incentives on propensity to enlist
- Present a market segmentation analysis for young males and females.

The 1985 YATS II analyses build upon the 1983 and 1984 YATS II surveys as well as upon the previous YATS and RCAS studies to provide an integrated understanding of the factors affecting enlistment propensity of men and women.

### B. 1985 YATS II Features

The format for the current report is closely patterned after the 1984 YATS II final report. In the current report, we present data on the active Services and the Reserve Components according to topic. Also, central in the current report is the use of Recruiting Priority Groups for the market segmentation analysis, first done in the 1983 YATS II report and refined for the 1984 YATS II report.

#### 1. Distinctive Features

The reconfiguration of YATS into YATS II included changes in the data collection methods and analytical approaches. The underlying goal was to use state-of-the-art technology and sophisticated analyses to make the data

more useful. Some of the distinctive features incorporated into the 1985 YATS II are:

- An advanced Computer Assisted Telephone Interviewing (CATI) system for conducting interviews (also used in 1983 and 1984). This system handled screening and interviewing activities, issuing of phone numbers, and control of call-back appointments. It also controlled skip patterns in the questionnaire, permitted resolution of inconsistent responses for various key items, and created a data set of high quality information.
- A sophisticated sampling design based on the Waksberg (1978) random digit dialing procedure (also used in 1983 and 1984). The design allocated the sample across 66 Military Entrance Processing Stations (MEPS) to meet DoD-specified precision requirements.
- More coverage of females than provided in the YATS 1984 report for basic descriptive analyses.
- A market segmentation analysis, concentrating on 16-21 year-olds, that defined and described five Recruiting Priority Groups on the basis of educational status and average grades earned in high school.

## 2. Propensity as an Organizing Theme

Assessing respondents' positive propensity (i.e., responses that individuals "definitely" or "probably" will join one of the Services) is the primary focus of the 1985 YATS II survey and the entire Youth Attitude Tracking Studies series. Propensity is the organizing theme for the analyses and presentation of descriptive results of the various market groups. Analyses examine levels of propensity among the three market groups and the relationship of propensity to other variables.

## 3. Market Segmentation Approach

The concept of Recruiting Priority Groups (RPGs) was developed in the 1983 YATS II survey to help military recruiters select and enlist the best qualified people from the civilian labor pool. Five RPGs for young males were defined by educational status and average grades in high school. In the 1984 YATS II, the definition of the five groups was refined, and the analysis was expanded to include 16-21 year-old females. The current report continues the emphasis on the RPGs.

#### 4. Market Groups

YATS II respondents were drawn from three groups corresponding to distinct recruiting markets:

- Males aged 16-21 (young males)
- Males aged 22-29 (older males)
- Females aged 16-21 (females).

The young male market was sampled most heavily. Consistent with past YATS surveys, age-eligible individuals with current or prior military service (except high school ROTC) and education beyond the second year of college were not eligible.

YATS began in the fall of 1975 as a semi-annual survey of young males aged 16-to-21. Females were included in the fall of 1980 when the survey became an annual study. The RCAS began as an annual survey in 1977. Initially, the non-prior service portion of that study included males and females aged 17½ to 26. Beginning in 1981, data were based on respondents aged 17 to 26. Because RCAS surveys imposed no educational restrictions on participants, they included college graduates as well as students beyond the second year of college.

The relationship of the target populations and YATS II eligibility requirements to previous YATS and RCAS surveys is summarized in Table 2.1. As shown, the criteria of age and educational level distinguished RCAS respondents from YATS II respondents.

Comparison of 1985 YATS II results to previous results in RCAS reports is not possible because RCAS data are based on a sample selected from 17-to-26 year-olds with no educational restrictions. In addition, the measure of Reserve propensity used in 1985 and 1984 differs substantially from that used in RCAS. Comparison of Reserve propensity in 1985 and 1984 with RCAS years (1977-1982), therefore, would be doubly misleading and should not be attempted. It is possible to select RCAS data which meet YATS sample criteria for respondents aged 17-to-21 and to make rough comparisons between data sets. The validity of such comparisons is questionable, however, since RCAS data were not weighted to population estimates. In addition, caution should be used where question format, question sequence, or analytical technique varies between YATS II and RCAS. Also, it should be noted that YATS II and RCAS samples were drawn using different techniques and at different times of the year.

Table 2.1. Relationship of YATS, RCAS, and YATS II Surveys

Respondent Sex/Age	Survey		
	YATS <sup>a</sup> (Active)	RCAS <sup>b</sup> (Reserve)	YATS II
<u>Males</u>			
16-21	X		X
17-26 <sup>c</sup>		X	
22-29			X
<u>Females</u>			
16-21	X		X
17-26 <sup>c</sup>		X	

Note: Besides differences in age requirements for the various surveys, there were also differences in educational criteria. YATS and YATS II surveys limited participation to individuals who had completed no more than two years of college; the RCAS survey imposed no educational restrictions.

<sup>a</sup>YATS surveys for Fall 1975 - Spring 1980 consisted only of non-prior service males aged 16-21; non-prior service females aged 16-21 were added to the study beginning in Fall 1980.

<sup>b</sup>Applies to non-prior service portion of the survey only.

<sup>c</sup>During 1978, 1979 and 1980, the RCAS non-prior service data were based on respondents aged 17½-26. Beginning in 1981 the data have been based on respondents aged 17-26.

In contrast, it is possible to compare YATS II data with prior YATS results for young males and females. Such comparisons require that YATS data collected prior to 1983 be reweighted to be comparable to the 1983, 1984, and 1985 surveys. The procedures for reweighting are described in the 1984 YATS II report (Appendix E).

### C. Report Organization

This report describes the methodology employed and the results obtained for the 1985 YATS II survey. The report consists of three main parts:

- Background and Methodology (Chapters 1-3)
- Analysis of the Three Market Groups (Chapters 4-7)
- Analysis of Recruiting Priority Groups and propensity for active Services (Chapters 8-10).

Material in each of these parts is discussed briefly below.

A companion volume of supplementary tabulations by Active Service Propensity and Reserve Component Propensity is also available.

#### 1. Background and Methodology

Chapters 1-3 provide information on the general background and methodology of YATS II. Chapter 1 discusses enlistment decisionmaking and a multidisciplinary approach to model postsecondary school choices of military-age young people. Chapter 2 provides a general introduction and overview of the 1985 YATS II survey. Chapter 3 describes the methodology for the current study including the data collection procedures, computation of a variety of performance rates, and characteristics of sample respondents. The remaining report chapters provide results of the data analysis.

#### 2. Market Group Analyses

Chapters 4 through 7, present descriptive results for analyses of the three market groups of young males, older males, and females. Chapter 4 analyzes propensity to join the military. We discuss results for the traditional measures of Service-specific and composite propensity for the active Services and for the Reserve Components. The chapter also discusses trends in Composite Active Propensity for young males and females and presents demographic profiles of positive and negative propensity groups.

Chapter 5 examines the propensity to enlist within the context of the range of military and civilian alternatives. A discussion of the specific job characteristics desired by individuals in the three market groups and the perceived achievability of these characteristics in the military follows.

The chapter continues with the consideration of the likelihood of military plans relative to other occupational plans, and the likelihood of joining the active Services or Reserve Components. Chapter 5 concludes with reports of the influences of important persons on military plans and personal feelings toward military service.

Chapter 6 examines the relationships between enlistment incentives and active and Reserve propensity to enlist for the three market groups. Data for the active Services mainly address general attitudes or orientations toward military service, knowledge of monthly starting pay and cash enlistment bonuses. Data for the Reserve Components focus on knowledge of various features such as time required for drill and the two-week active-duty obligation, starting pay, and incentives such as enlistment bonuses and tuition assistance.

Chapter 7 examines the level of exposure of the three market groups to enlistment decision information sources and presents information on contact with military recruiters. Topics such as awareness of military advertising and Service slogans, receipt of direct mail recruiting literature, informal sources of information about military service, active information-seeking by mail or telephone, and contact with military recruiters are addressed.

### 3. Recruiting Priority Group Analyses

Chapters 8 through 10 present data from a market segmentation analysis. Chapters 8 and 9 examine the enlistment propensity of Recruiting Priority Groups (RPGs) for young males and females based on the concepts of persistence and trainability. Five groups are defined in order of expected recruiting priority:

- Higher Aptitude High School Graduates
- Lower Aptitude High School Graduates
- College Students
- Young High School Students
- Non-completers.

Chapter 8 compares RPGs on sociodemographic characteristics and propensity to join the military.

Chapter 9 discusses the knowledge and perceptions of enlistment incentives by young male and female RPGs and the differences among higher and lower priority groups that might suggest varying targeting strategies. RPG data for

knowledge of starting pay and bonuses, awareness of military advertising, information-seeking about the military, recruiter contact and test-taking, and desired job characteristics and their perceived availability in the military complete the chapter.

Chapter 10\* presents an alternative classification of recruiting priority groups based on high school status (High School Graduates, High School Seniors, Younger High School Students, and Non-Completers) and predicted AFQT category (Category I-IIIA and Category IIIB-V). Analyses examine educational characteristics, employment characteristics and propensity and other issues among the groups.

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\*This chapter was prepared by Bruce R. Orvis and Martin T. Gahart of the Rand Corporation.

### 3. METHODOLOGY OF YATS II

The 1985 YATS II survey utilized a Computer Assisted Telephone Interviewing (CATI) system to gather information on the propensity of a national sample of youth and young adults to join the military. This chapter describes the sample design, data collection procedures, survey performance rates, and organization and content of the survey questionnaire for YATS II. The chapter concludes with comments on the 1985 YATS II survey respondents.

#### A. Sampling Design Overview

The YATS II survey was designed to obtain information from three market groups of interest to the military:

- . Young Males aged 16-21
- . Older Males aged 22-29
- . Females aged 16-21.

To be eligible for inclusion in this study, individuals had to reside in the continental United States in households or noninstitutional group quarters with telephones. Consistent with past YATS surveys, eligible individuals could have no prior military service (other than high school ROTC) and could have completed no more than two years of college.

The sample size and allocation for each of the three markets were determined from DoD specifications of precision requirements for estimates of propensity (see Appendix A). Young males were the market of primary interest for YATS II and, accordingly, the sample size was determined by the number of households needed to meet the precision requirements specified for this market group. The number of households required for young males produced more eligible older males and females than were needed to satisfy the precision requirements for these market groups, so subsamples of these groups were selected for interview.

The YATS II sampling design is based on the Mitofsky/Waksberg random digit dialing procedure (Waksberg, 1978). Under this procedure, telephone numbers are called in two stages to identify households. First stage calls are made to randomly selected telephone exchanges. Exchanges yielding a household on the first number that is called are designated as clusters. In the second stage, numbers within these clusters are generated to find additional households. This approach is efficient because residential telephone numbers are frequently assigned to the same exchange. Thus, once an exchange

containing a household (i.e., a cluster) has been identified, numbers subsequently called in the same exchange are more likely to be assigned to households than numbers in other exchanges.

More specifically, first stage calls used the following procedure:

- A national listing of active NPA (i.e., area) codes and NXX (i.e., three-digit exchange) codes was used to form the first six digits of phone numbers.
- Basic Exchanges were formed by subtending all possible digits in positions seven and eight to the NPA-NXX codes (e.g., 202-325-01XX, 202-325-02XX).
- Eight-digit exchanges were selected at random for calling.
- Random digits were added in positions 9 and 10.
- The eight-digit exchange was designated as a cluster when the ten-digit number called identified a household.
- Another eight-digit exchange was randomly selected for calling if the ten-digit number did not produce a household.

Second stage calls used the following procedure.

- Clusters identified in stage one calls were used to form the first eight digits of telephone numbers.
- All possible terminal two-digit sequences were appended to the cluster exchanges to form the set of telephone numbers (e.g., 202-325-0100, 202-325-0101 ... 202-325-0199) eligible to be called.
- A set of randomly selected telephone numbers within a cluster was called to identify the designated number of households.

The Mitofsky/Waksberg procedure generates a two-stage equal probability sample of households. In the case of the 1985 YATS II, the procedure was applied within each of 66 Military Entrance Processing Station (MEPS) areas. NPA-NXX codes were allocated to counties based on the county in which the Rate Center City for the NXX code was located. Counties were then classified into MEPS areas, forming nonoverlapping units which, in the aggregate, completely accounted for the geographic area of the 48 contiguous states and the District of Columbia.

Table 3.1 presents the distribution of the designed sample for young males. The total sample called for 87,410 households in 8,648 clusters. On average, each cluster in the sample consisted of 10.1 households, although cluster sizes varied across MEPS. Females and older males were subsampled

Table 3.1. Designed Distribution of the 1985 Young Male Sample

MEPS* Number	MEPS Name	Number of Sample Clusters	Households Per Cluster	Total Sample Households
1	Portland, ME	53	19	1,007
2	Manchester, NH	12	17	204
3	Boston, MA	492	9	4,428
4	Springfield, MA	116	10	1,160
5	New Haven, CT	192	6	1,152
6	Albany, NY	31	11	341
7	Fort Hamilton, NY	756	9	6,804
8	Newark, NJ	255	6	1,530
9	Philadelphia, PA	127	8	1,016
10	Syracuse, NY	31	15	465
11	Buffalo, NY	76	12	912
12	Wilkes-Barre, PA	48	11	528
13	Harrisburg, PA	57	11	627
14	Pittsburg, PA	104	11	1,144
15	Baltimore, MD	92	14	1,288
16	Richmond, VA	82	12	984
17	Beckley, WV	92	13	1,196
18	Knoxville, TN	62	11	682
19	Nashville, TN	65	11	715
20	Louisville, KY	52	11	572
21	Cincinnati, OH	84	12	1,008
22	Columbus, OH	94	13	1,222
23	Cleveland, OH	148	10	1,480
24	Detroit, MI	181	9	1,629
25	Milwaukee, WI	80	12	960
26	Chicago, IL	578	10	5,780
27	Indianapolis, IN	69	14	966
28	St. Louis, MO	86	14	1,204
29	Memphis, TN	71	12	852
30	Jackson, MS	37	13	481
31	New Orleans, LA	80	9	720
32	Montgomery, AL	92	13	1,196
33	Atlanta, GA	116	9	1,044
34	Fort Jackson, SC	234	12	2,808
35	Jacksonville, FL	177	10	1,770

Table 3.1 (continued)

MEPS* Number	MEPS Name	Number of Sample Clusters	Households Per Cluster	Total Sample Households
36	Miami, FL	554	7	3,878
37	Charlotte, NC	229	11	2,519
38	Raleigh, NC	219	10	2,190
39	Shreveport, LA	33	12	396
40	Dallas, TX	84	13	1,092
41	Houston, TX	131	9	1,179
42	San Antonio, TX	89	14	1,246
43	Oklahoma City, OK	65	15	975
44	Amarillo, TX	7	19	133
45	Little Rock, AR	76	17	1,292
46	Kansas City, MO	57	20	1,140
47	Des Moines, IA	42	16	672
48	Minneapolis, MN	54	15	810
49	Fargo, ND	6	18	108
50	Sioux Falls, SD	15	20	300
51	Omaha, NE	27	20	540
52	Denver, CO	59	13	767
53	Albuquerque, NM	37	11	407
54	E1 Paso, TX	39	13	507
55	Phoenix, AZ	135	10	1,350
56	Salt Lake City, UT	24	15	360
57	Butte, MT	15	13	195
58	Spokane, WA	16	16	256
59	Boise, ID	12	21	252
60	Seattle, WA	62	10	620
61	Portland, OR	130	12	1,560
62	Oakland, CA	169	11	1,859
63	Fresno, CA	64	10	640
64	Los Angeles, CA	841	8	6,728
68	San Diego, CA	84	9	756
69	Tampa, FL	351	8	2,808
	U.S.	8,648	10.1	87,410

Note: There are a total of 69 MEPS of which 66 are located in the coterminous U.S. and, thus, were included in the sample. Numbers 65, 66, and 67 denoting Honolulu, San Juan, and Anchorage were not included in the study.

\* Military Entrance Processing Station (MEPS) numbers as recorded on the DMDC Recruit Market Network.

from 57,298 and 25,350 households, respectively. Appendix A provides additional details about the sampling design.

#### B. Data Collection Procedures

This section summarizes the YATS II data collection methods and procedures, as well as a description of the CATI system and the phased approach to data collection.

##### 1. CATI System

The 1985 YATS II project utilized a CATI system for all phases of the data collection. With this system, the questionnaires for screening (i.e., questions asked to determine if a telephone number served a household and if there were any individuals in the household who were eligible to be interviewed), interviewing, and verification were programmed, entered, and stored within the computer. Questions were displayed for interviewers in program-controlled sequences on computer terminal screens. Telephone interviewers read each question as it was relayed from the computer to the viewing screen. Routing, branching, or skip patterns were programmed so that questions appeared on the screen in the proper sequence. Interviewers entered respondents' answers, which then appeared on the screen for verification.

With CATI, the computer selectively edited the data according to a programmed set of consistency checks as interviewers entered respondents' answers. These checks tested for valid codes, respondent consistency, and completeness, thereby permitting the resolution of differences as an ongoing part of the interview.

##### 2. Phased Approach to Data Collection

Telephone screening and interviewing using a two-phased approach took place during a 19-week period from July 22 to November 27, 1985. Phase A consisted of dialing to identify households. Phase B consisted of screening and interviewing males, females, and older males. Each phase is discussed below.

a. Phase A: Dialing. Phase A calling corresponded to stage one and stage two calls of the sampling design noted above and consisted of identifying households. Randomly selected exchanges were called to identify clusters or primary numbers that contained households and, additionally, to select numbers within the clusters. The procedures simply required dialing a sampled number and, if someone answered, asking if the number served a residence, business, or something else. Residential numbers were passed on to be worked

in Phase B. Other possible determinations were nonworking number, business or institution, no result from dial, and answering machines. If no determination was made after five calls in different time periods, the number was classified as ring, no answer, or busy, as appropriate.

Resolution of 228,269 sample telephone numbers that were worked in an attempt to identify enough household numbers to meet the sampling design demands produced 96,245 high-probability numbers. These were passed on to Phase B. Phase A calling required 32,206 sample numbers to identify the 8,646 clusters (an identification rate of 26.80 percent) and 196,063 secondary sample numbers to identify 87,599 household numbers (an identification rate of 44.68 percent).

b. Phase B: Screening and Interviewing. Numbers identified as households in Phase A were dialed for a more thorough screening in Phase B. Numbers found not to be households (i.e., since Phase A screening the number was nonworking or no longer a residence) were replaced with new sample numbers. At the conclusion of the data collection period, 68,667 working residential numbers had been identified from the 96,245 numbers screened in Phase B.

When a Phase B number was identified as a working residential telephone number, the interviewer screened the household to identify individuals eligible for the study. Overall, 12,117 persons fully eligible for the study were identified and selected for interview. (All fully eligible young males were selected for interviewing; older males and females were subsampled.) Unique interviews were obtained from 8,988 persons (4,952 young males, 1,072 older males, and 2,964 females). An additional 971 interviews were randomly selected for replication (duplication)\* in clusters where all 100 possible telephone numbers had been exhausted without finding the number of households required by the sampling design. This resulted in 9,959 total Phase B analysis interviews (5,478 young males, 1,180 older males, and 3,301 females).

#### C. Survey Response Data and Performance Rates

Performance rate information is important to assess the quality of survey field operations and the potential for nonresponse bias in the data. To compute the performance rates for the 1985 YATS II survey among the age groups of interest, response data for each of several levels must first be ascertained. These levels are the:

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\* This was done to comply more closely with the assumptions for computing variance estimates under a Mitofsky/Waksberg design (see Appendix A).

- Designed first stage sample size (clusters)
- Total clusters identified
- Total clusters screened
- Designed second stage sample size (households)
- Total households identified
- Total households screened
- Total eligibles identified and selected for inclusion in the sample
- Total number of questionnaires usable for analysis.

This information allows computation of various performance rates. Six different rates were computed for the 1985 YATS II data: (a) cluster identification rate, (b) cluster screening rate, (c) household identification rate, (d) household screening rate, (e) interview completion rate, and (f) total response rate.

Response data and performance rates along with their definitions are presented for the three market groups in Table 3.2. For the young male sample, 8,646 clusters were identified and 8,413 were successfully screened. A total of 73,448 households comprised the second stage frame for the young male sample. Of these, 68,667 (93.5 percent) were identified, and 66,973 (91.2 percent) were successfully screened. The second stage frame specified 21,294 households for the older male sample and 48,265 households for the female sample. The household screening rates were 90.5 percent for older males and 91.2 percent for females.

Interview completion rates were highest among young males (77.7 percent) followed by females (72.2 percent) and older males (65.4 percent). Final response rates, which were computed by multiplying the interview completion rates by the household screening rates, were 70.9 percent for young males, 59.2 percent for older males, and 65.8 percent for females. The response rates were somewhat low because the interview callback schedule could not be completed for all identified households within the available data collection period.

Numerous calls and attempts to overcome initial refusals were conducted to complete household screening for all sample numbers and to administer a questionnaire to all selected eligibles. A thorough effort was made to obtain the highest possible response rates within the given schedule constraints.

Table 3.2 1985 YATS Response Data and Performance Rates

Item	Young Males	Older Males	Females
<b><u>Response Data</u></b>			
1. First-stage sample size (clusters)	8,648	2,425	5,616
2. First-stage sample identified	8,646	2,423	5,614
3. First-stage sample size screened <sup>a</sup>	8,413	2,344	5,467
4. Second-stage sample size (households)	73,448	21,294	48,265
5. Second-stage units identified	68,667	20,170	46,144
6. Second-stage units screened <sup>b</sup>	66,973	19,278	44,025
7. Total eligibles identified/selected	6,370	1,639	4,108
8. Completed interviews	4,952	1,072	2,964
9. Analysis interviews <sup>c</sup>	5,478	1,180	3,301
<b><u>PERFORMANCE RATES</u></b>			
10. Cluster identification rate ( $2 \div 1$ )	99.9%	99.9%	99.9%
11. Cluster screening rate ( $3 \div 1$ )	97.3%	96.7%	97.3%
12. Household identification rate ( $5 \div 4$ )	93.5%	94.7%	95.6%
13. Household screening rate ( $6 \div 4$ )	91.2%	90.5%	91.2%
14. Interview completion rate ( $8 \div 7$ )	77.7%	65.4%	72.2%
15. Overall response rate ( $13 \times 14$ )	70.9%	59.2%	65.8%

<sup>a</sup>To be counted, complete screening information was required from at least one household in the cluster.

<sup>b</sup>To be counted, complete screening information was required for each household.

<sup>c</sup>Final numbers used for data analysis. Sampling was done with replacement so interviews were randomly replicated (i.e., the record was copied) in clusters where all 100 possible numbers were called, but the required number of households specified by the sampling design was not obtained.

#### D. Survey Questionnaire

Data for the YATS II survey consist of responses to a questionnaire administered in a 30-minute computer assisted telephone interview. The 1985 questionnaire is similar to the 1984 instrument. Appendix D provides a cross-reference of items on the 1983, 1984, and 1985 questionnaires. The 1985 questionnaire was revised based on pretest results and on recommendations from the staffs within the Department of Defense and RTI. Two aspects of the interview instrument are briefly considered: its basic content and the general configuration of the question sets.

##### 1. Content of the Interview

The survey questionnaire for YATS II appears in Appendix E and consists of four sections. Section A consists primarily of education and employment items. Sections B and C contain items about propensity toward the active Services and the Reserve Components, and general awareness about military pay, bonuses, educational benefits, requirements of the Reserve Components, and other selected issues. Section D contains items on advertising, recruiter contact, and respondent demographics.

##### 2. Configuration of Question Sets

In the 1985 YATS II questionnaire, responses to some questions routed the interviewers to other questions or led them to skip over one or more questions that did not pertain to a particular respondent. These skip patterns helped minimize respondent burden while obtaining the necessary information. For example, respondents who said they did not plan to attend school or a training program in the fall (Q407) were not asked about the kind of school in which they would be enrolled (Q408). The latter question (called a "filtered" question) was asked only of the subset of individuals who were planning to attend school. Accordingly, fewer responded to filtered questionnaire items than to the questionnaire as a whole. Routing (skip) pattern instructions appear in the questionnaire (Appendix E).

Questions 551-562 apply only to active duty service and were asked of all respondents. Questions 571-583 apply only to service in the Reserve Components and were asked of all older males and females but only half of the young males. The numbers of analysis interviews for these subsets of items and for the total study appear in Table 3.3.

Table 3.3. Question Sets and Sample Respondents

Subsample	Question Sets	Young Males	Older Males	Females
Active only	551-562	5,478	1,180	3,301
Reserve only	571-583	2,736	1,180	3,301
All respondents	403-524 601-717	5,478	1,180	3,301

Note: Numbers 525-550, 563-570, and 584-600 were not used for items in the questionnaire. Tables entries indicate the total number of analysis interviews for the study. The numbers of respondents to specific items vary because of missing data and questionnaire routing (skip) patterns.

#### E. Characteristics of Respondent Population

Estimates of the sociodemographic characteristics of the 1985 respondent population are presented in Table 3.4. This table and those in the following chapters often present two numbers in each cell. The first number is an estimate of the percentage of the population with the characteristics that define the cell. The second number, in parentheses, is the standard error of the estimate. Standard errors represent the degree of variation associated with taking observations on a sample rather than on every member of the population.

Confidence intervals, or ranges that are very likely to include the true population value, can be constructed using the standard errors. The 95 percent confidence interval is computed by adding to and subtracting from the estimated proportion the result of multiplying 1.96 times the standard error for that cell. (Obviously, for very small or very large estimates, the respective smallest or largest value in the confidence interval range will be zero or 100 percent.) The interpretation of the confidence interval range is that, if the study were to be repeated with 100 identically-drawn random samples, 95 of the sample estimates would fall within the confidence interval range; thus, we are 95 percent certain that the true population value also lies within that range. Clearly, for a given confidence level (e.g., 95 percent), smaller standard errors indicate that the cell proportions estimate the true population value

Table 3.4. Estimates of Sociodemographic Characteristics of Respondent Population

Characteristic	Young Males (n = 5,478)	Older Males (n = 1,180)	Females (n = 3,301)
<u>Age<sup>a</sup></u>			
16 (22)	24.0 (0.7)	13.5 (1.2)	21.3 (0.9)
17 (23)	22.6 (0.7)	11.0 (1.0)	23.2 (0.9)
18 (24)	17.2 (0.6)	14.4 (1.2)	18.3 (0.9)
19 (25)	14.0 (0.6)	15.0 (1.2)	16.0 (0.8)
20 (26)	11.3 (0.5)	11.8 (1.1)	10.7 (0.6)
21 (27)	10.8 (0.5)	10.7 (1.0)	10.5 (0.6)
(28)		10.3 (1.0)	
(29)		13.4 (1.2)	
<u>Race/Ethnicity</u>			
White	76.8 (0.8)	81.1 (1.4)	75.8 (1.0)
Black	11.2 (0.6)	8.1 (1.1)	12.5 (0.8)
Hispanic	9.2 (0.5)	8.7 (1.0)	8.8 (0.6)
Other	2.8 (0.3)	2.1 (0.5)	2.9 (0.4)
<u>Marital Status</u>			
Never married	95.8 (0.4)	43.6 (1.7)	86.3 (0.7)
Married	3.5 (0.3)	48.2 (1.8)	11.6 (0.7)
Other <sup>b</sup>	0.7 (0.2)	8.2 (0.9)	2.1 (0.3)
<u>Educational Status<sup>c</sup></u>			
Attend school	60.8 (0.9)	12.0 (1.1)	62.3 (1.1)
Not attend school	38.4 (0.9)	87.0 (1.1)	37.6 (1.1)
Don't know	0.7 (0.1)	1.0 (0.3)	0.1 (0.1)
<u>Years of Education Completed</u>			
Less than 10	9.1 (0.5)	4.4 (0.7)	6.4 (0.5)
10	22.6 (0.7)	5.9 (0.8)	19.5 (0.8)
11	25.2 (0.7)	7.8 (0.8)	25.5 (1.0)
12	33.0 (0.8)	61.9 (1.6)	36.1 (1.1)
Some college/ vocational school	10.1 (0.5)	19.9 (1.4)	12.5 (0.7)
<u>Employment Status</u>			
Employed full-time	31.6 (0.8)	84.3 (1.2)	21.7 (0.9)
Employed part-time	27.8 (0.8)	6.6 (0.8)	31.4 (1.0)
Not employed, looking	23.5 (0.7)	5.7 (0.7)	22.2 (0.9)
Not employed, not looking	17.1 (0.7)	3.3 (0.6)	24.8 (1.0)

Note: Tabled values are column percentages with standard errors in parentheses.  
 Percentage distributions may not sum to 100.0 percent due to rounding error.

<sup>a</sup>Ages 22-29 apply to older males.

<sup>b</sup>"Other" includes widowed, divorced, and separated.

<sup>c</sup>Data were collected in August, September, October, and November 1985. The question before October 1 asked about planned status for October; the question after October 1 asked about actual status.

more precisely while larger standard errors indicate that the true population value is estimated less precisely.

In tables where standard errors do not appear, the analyst/reader may estimate approximate standard errors by referring to a similar table that shows standard errors. The table chosen for reference should show standard errors for the same groups (e.g., young males with positive and negative propensity) for which an estimated standard error is needed and should show all percentages within subgroups that are equal to the percentages for which standard errors are desired. Given similarly defined groups, one may assume that the error associated with any estimate in a cell (i.e., percentage or mean) is approximately equal to or larger than that of an equal-sized point estimate. Table 4.6 may be a useful reference table since it shows a range of percentage estimates with standard errors for the three market groups and, within that, for propensity groups. As an example of approximate standard errors, consider the estimates of positive and negative propensity in Table 5.4 (for which there are no standard errors). For the item on full-time work for young males, standard errors associated with estimates of positive (26.9 percent) or negative (35.1 percent) propensity can be approximated from the data in Table 4.6 for "12 years of education" or for "employed full-time." These percentage distributions closely approximate those in Table 5.4 and would suggest a standard error of approximately 1.4 percent for positive propensity and 1.0 percent for negative propensity. Appendix B contains additional information about standard errors and their use.

Unweighted sample sizes are presented for each of the tables, indicating the number of interviews on which the estimates are based. Estimates in the tables are based on weighted data.

As shown in Table 3.4, about one-fourth of the young males and one-fifth of females are age 16 and about one-fifth of both groups are 17. There are decreasing percentages of eligibles for each of the ages 18 to 21. Older males show a more even distribution across years. The majority of respondents interviewed are white, with older males showing a slightly larger proportion than the other groups (young males, 77 percent; older males, 81 percent; females, 76 percent). Other differences between the groups are primarily a function of age differences between young males and females on the one hand and older males on the other. For example, most young males (96 percent) and

females (86 percent) have never been married, compared to less than half of older males (44 percent). Over 60 percent of young males and females are currently in school compared to only 12 percent of older males. Less than half of young males (43 percent) and females (49 percent) had completed 12 or more years of school, and over half (59 percent of young males, 53 percent of females) were employed (full-time or part-time), compared to 82 percent of older males who had completed 12 or more years of school and 91 percent who were employed.

#### 4. ENLISTMENT PROPENSITY AND MILITARY OPERATIONS

The primary interest in the Youth Attitude Tracking Study is the propensity of young people to enlist in the active military or Reserve Components. In this chapter, we first briefly discuss the definition and measurement of propensity (i.e., the self-reported likelihood of enlisting). Then we examine the basic results relating to the issue of likelihood of enlistment for the 1985 YATS II data for both the active military and the reserves. The major emphasis will be on active military service.

##### A. Measurement of Propensity

The term "propensity" refers to the self-reported likelihood of a respondent enlisting in the military. Propensity toward active military service has traditionally been measured by four questions assessing the likelihood of serving in each of the active Services: the Army (Q510 in the questionnaire), the Navy (Q513), the Marine Corps (Q512), and the Air Force (Q511).

These questions were asked with the following format:

Now, I'm going to read you a list of several things which young (men/women) your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that.

How likely is it that you will be serving on active duty in the  
                 (Army, Navy, Marine Corps, Air Force)? Would you say

Definitely,  
Probably,  
Probably not, or  
Definitely not?

For each of the Services, positive propensity is defined as having answered "definitely" or "probably"; negative propensity is defined as having answered "probably not," "definitely not," "don't know," and "refuse" to the question.

The four Service-specific propensity items also form the measure used most widely throughout the report, the Composite Active Propensity measure. Composite Active Propensity uses the most positive response given to the four questions to assess propensity to join one or more of the four active duty Services. For example, an individual who indicated that he would "probably enlist" in the Army, but "probably not enlist" in the Navy, the Air Force, or the Marine Corps was assigned a value of "probably enlist" on the Composite Active Propensity measure. Respondents with values of "definitely enlist" or "probably enlist" on the composite measure are defined as having "positive

propensity." Respondents whose values on the composite measure were "probably not," "definitely not," "don't know," or "refuse" are defined as having "negative propensity."

The 1985 YATS II survey also assessed Reserve propensity based on two questions--one about joining the National Guard (Q505) and the other about joining the Reserves (Q507). The questions were as follows:

How likely is it that you would be serving in the \_\_\_\_\_  
(National Guard or Reserves)? Would you say

Definitely,  
Probably,  
Probably not, or  
Definitely not?

A Composite Reserve Propensity measure was formed from these two items and was constructed in the same manner as the Composite Active Propensity measure.

In summary, then, the major focus of the study is the propensity to enlist in the active military or in the reserves. Propensity is examined most commonly using five measures for active duty--one for each of the individual Services and one composite measure--and three measures for reserve duty--one each for the Reserve and the National Guard and one composite measure. There is extensive discussion of these eight measures throughout the report. Additional measures of propensity are used occasionally. Two of these are unaided mentions of enlisting in the military (in response to Q438 about what respondents might be doing for the next few years) and general expectation of serving in the military (any Service or component) in the next few years (Q503).

#### B. Propensity Toward Active Service and the Reserve Components

In this section we examine the 1985 propensity results. The initial discussion concerns composite propensity for the active Services, and compares 1984 and 1985. A discussion of Service-specific propensity for the past two years follows. This format is then paralleled for the Reserve Components and is followed by an examination of unaided mentions of interest in joining the military. (Note that a distinction is made between mentions of any military service and active military service.)

##### 1. Composite Active Propensity

Table 4.1 presents the Composite Active Propensity responses for both 1984 and 1985 for the three market segments: young males (16-21 years

Table 4.1. Composite Active Propensity, 1984 and 1985

Market/Item Response	Composite Active Propensity <sup>a</sup>		84-85 Change*		
	1984	1985			
<u>Young Males</u>					
Definitely	6.1	(0.4)	6.5	(0.4)	+0.4
Probably	23.9	(0.7)	23.2	(0.7)	-0.7
Total Positive	29.9	(0.8)	29.8	(0.8)	-0.1
Probably Not	32.5	(0.8)	33.3	(0.8)	+0.8
Definitely Not	37.4	(0.8)	36.8	(0.8)	-0.6
Don't Know/Refuse	0.1	(0.1)	0.1	(0.1)	-
Total Negative	70.1	(0.8)	70.2	(0.8)	+0.1
<u>Older Males</u>					
Definitely	1.7	(0.4)	1.1	(0.3)	-0.6
Probably	8.6	(0.8)	7.9	(0.8)	-0.7
Total Positive	10.3	(0.9)	8.9	(0.9)	-1.4
Probably Not	29.9	(1.3)	32.0	(1.6)	+2.1
Definitely Not	59.7	(1.4)	59.0	(1.6)	-0.7
Don't Know/Refuse	0.1	(0.1)	0.1	(0.1)	-
Total Negative	89.7	(0.9)	91.1	(0.9)	+1.4
<u>Females</u>					
Definitely	1.9	(0.4)	2.0	(0.3)	+0.1
Probably	11.3	(0.9)	9.9	(0.6)	-1.4
Total Positive	13.2	(1.0)	11.9	(0.7)	-1.3
Probably Not	20.2	(1.2)	22.8	(0.9)	+2.6
Definitely Not	66.5	(1.4)	65.3	(1.0)	-1.2
Don't Know/Refuse	0.0	(**)	0.1	(**)	+0.1
Total Negative	86.8	(1.0)	88.1	(0.7)	+1.3

Note: Tabled values are percentages with standard errors in parentheses. Data for 1984 are taken from the Fall 1984 Youth Attitude Tracking Study (Bray et al., 1985). Total positive and total negative may differ slightly from the sum of their respective components due to rounding error. Estimates for 1984 are based on interviews from 5,058 young males, 1,379 older males, and 1,503 females; estimates for 1985 are based on interviews from 5,478 young males, 1,180 older males, and 3,301 females.

<sup>a</sup>Propensity to serve in at least one Active Service.

\*None of the differences in the 1984-85 comparisons is statistically significant.

\*\*Informative standard error not available.

Source: Questions 510--513.

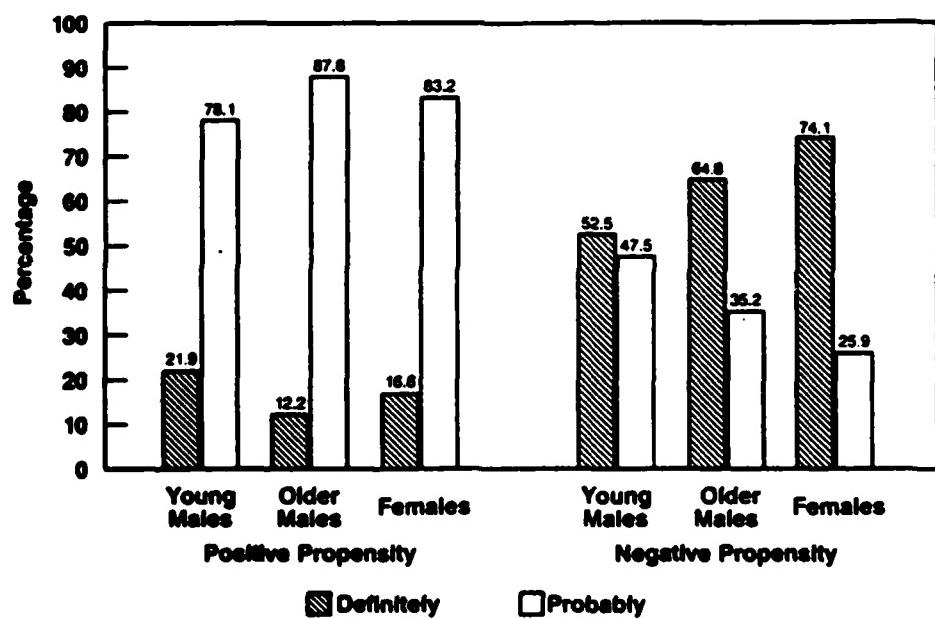
old), older males (22-29 years old), and females (16-21 years old). Positive responses for 1985 on the Composite Active Propensity (i.e., positive propensity to serve in at least one active Service) were:

- 29.8 percent for young males;
- 8.9 percent for older males; and
- 11.9 percent for females.

None of these percentages differs significantly from those in the 1984 YATS II. Indeed, none of the 1984-1985 comparisons in Table 4.1 is statistically different. Thus, the market group pattern in the previous year remains unchanged. Young men are much more likely than older men or women to say that they intend to serve in at least one branch of the active Services.

Further, as shown in Figure 4.1 within the positive active propensity categories for each market segment, respondents are more likely to say that they "probably" rather than "definitely" would be serving. In contrast, within the negative active propensity categories, respondents are more likely to say they would "definitely not" serve rather than "probably not" serve. Thus, it appears that "positive" respondents are less adamantly positive than "negative" respondents are adamantly negative.

**Figure 4.1 Comparisons of Strength of Composite Positive and Negative Propensity Responses**



## **2. Service-Specific Propensity**

Table 4.2 presents the propensity responses, by market segment, for each of the individual Services for 1984 and 1985. For young males in 1985, total positive propensity to join the Air Force (14.9 percent) or the Army (14.7 percent) is significantly higher than propensity to join the Navy (10.6 percent) or the Marine Corps (10.2 percent).

Overall, total positive propensity for older males for each of the individual Services is lower than that for the young males and in 1985 does not exceed 5 percent for any Service. Positive propensity to join the Air Force (5.0 percent) is significantly higher than propensity to join the Navy (3.2 percent); no other Service comparisons differed significantly.

For females in 1985, propensity to join the individual Services is significantly lower than propensity for young males, and significantly higher than propensity for the Army and Navy for older males. Among the Services, female preferences are similar to those of young males. Propensity for the Air Force (6.5 percent) or the Army (5.9 percent) are significantly higher than propensity for the Navy (4.0 percent) or the Marine Corps (3.0 percent). In addition, propensity for the Navy is significantly greater than propensity for the Marines.

Some scattered significant differences are found between the 1985 and 1984 YATS II results, but no clear patterns emerge. In general, it appears that within the negative propensity categories, females became less negative in 1985, being more likely to choose the "probably not" than the "definitely not" category when asked about their likelihood of serving in each of the active Services. The total negative propensity measures for females remained the same, however, except for the Air Force, which shows a significant increase in negativity from 1984 to 1985 (91.0 percent vs. 93.5 percent, respectively), paralleled by a corresponding decrease in total positive propensity (9.0 percent in 1984 vs. 6.5 percent in 1985).

## **3. Propensity to Enlist in the National Guard and Reserves**

Table 4.3 presents the National Guard and the Reserves propensity data, separately, and the Composite Reserve Propensity data, broken down by market segment, for 1984 and 1985. For 1985, total Composite Reserve Positive Propensity was:

- 20.8 percent for young males;
- 10.0 percent for older males; and
- 7.7 percent for females.

Table 4.2. Active Duty, Service-Specific Propensity for 1984 and 1985

Market/Item Response	Army		Navy		Marine Corps		Air Force	
	1984		1985		1984		1985	
	1984	1985	1984	1985	1984	1985	1984	1985
<b>Young Males</b>								
Definitely	2.0 (0.2)	2.1 (0.2)	1.3 (0.2)	1.3 (0.2)	1.5 (0.2)	1.6 (0.2)	2.5 (0.3)	2.6 (0.3)
Probably	12.3 (0.5)	12.6 (0.6)	9.6 (0.5)	9.3 (0.5)	8.2 (0.5)	8.6 (0.5)	12.8 (0.6)	12.3 (0.6)
Total Positive	14.3 (0.6)	14.7 (0.6)	10.9 (0.5)	10.6 (0.5)	9.6 (0.5)	10.2 (0.5)	15.3 (0.6)	14.9 (0.6)
Probably Not	34.5 (0.8)	35.2 (0.8)	35.5 (0.8)	35.3 (0.8)	34.8 (0.8)	34.7 (0.8)	37.5 (0.8)	37.4 (0.8)
Definitely Not	51.0 (0.9)	49.8 (0.9)	53.3 (0.9)	53.8 (0.9)	55.3 (0.8)	54.8 (0.8)	47.0 (0.9)	47.5 (0.9)
Don't Know/Refuse	0.2 (0.1)	0.3 (0.1)	0.3 (0.1)	0.3 (0.1)	0.3 (0.1)	0.2 (0.1)	0.2 (0.1)	0.2 (0.1)
Total Negative	85.7 (0.6)	85.3 (0.6)	89.1 (0.5)	89.4 (0.5)	90.4 (0.5)	89.8 (0.5)	84.7 (0.6)	85.1 (0.6)
<b>Older Males</b>								
Definitely	0.4 (0.2)	0.5 (0.2)	0.4 (0.2)	0.3 (0.2)	0.5 (0.2)	0.4 (0.2)	1.0 (0.3)	0.1 (0.1)*
Probably	4.1 (0.6)	3.9 (0.6)	5.1 (0.6)	5.2 (0.7)	2.9 (0.5)*	3.3 (0.5)	5.3 (0.7)	4.9 (0.7)
Total Positive	4.6 (0.6)	4.4 (0.6)	5.5 (0.6)	5.7 (0.7)	3.2 (0.5)*	3.8 (0.6)	6.3 (0.8)	5.0 (0.7)
Probably Not	27.5 (1.3)	28.7 (1.5)	26.1 (1.3)	29.2 (1.5)	26.9 (1.3)	27.2 (1.5)	29.0 (1.3)	28.5 (1.5)
Definitely Not	67.7 (1.4)	66.6 (1.6)	68.2 (1.4)	67.4 (1.6)	69.0 (1.4)	69.2 (1.6)	64.3 (1.4)	66.2 (1.6)
Don't Know/Refuse	0.2 (0.1)	0.3 (0.2)	0.1 (0.1)	0.2 (0.1)	0.2 (0.1)	0.2 (0.1)	0.3 (0.2)	0.2 (0.1)
Total Negative	95.4 (0.6)	95.6 (0.6)	94.5 (0.6)	96.8 (0.7)	96.2 (0.5)*	96.6 (0.6)	93.7 (0.8)	95.0 (0.7)
<b>Females</b>								
Definitely	0.6 (0.2)	0.8 (0.2)	0.5 (0.2)	0.4 (0.1)	0.2 (0.1)	0.4 (0.1)	1.0 (0.2)	0.9 (0.2)
Probably	5.0 (0.6)	5.1 (0.4)	3.8 (0.5)	4.0 (0.4)	3.1 (0.5)	2.6 (0.3)	8.0 (0.8)	5.6 (0.5)*
Total Positive	5.6 (0.6)	5.9 (0.5)	4.3 (0.6)	4.4 (0.4)	3.3 (0.5)	3.0 (0.3)	9.0 (0.8)	6.5 (0.5)*
Probably Not	17.4 (1.1)	20.5 (0.8)*	18.8 (1.1)	21.2 (0.9)	18.2 (1.1)	21.2 (0.9)*	19.1 (1.1)	21.6 (0.9)
Definitely Not	76.9 (1.2)	73.5 (0.9)*	76.9 (1.1)	74.3 (0.9)	78.4 (1.2)	75.8 (0.9)	71.8 (1.3)	71.8 (0.9)
Don't Know/Refuse	0.0 (***)	0.1 (0.1)	0.0 (***)	0.1 (0.1)	0.0 (***)	0.1 (0.1)	0.0 (***)	0.1 (0.1)
Total Negative	94.4 (0.6)	94.1 (0.6)	95.7 (0.6)	95.5 (0.4)	96.7 (0.5)	97.0 (0.3)	91.0 (0.8)	93.5 (0.5)*

Note: Tabled values are percentages with standard errors in parentheses. Data for 1984 are taken from the Fall 1984 Youth Attitude Tracking Study (Bray et al., 1985). Total positive and total negative values may differ slightly from the sum of their respective components due to rounding error. Estimates for 1984 are based on interviews from 5,058 young males, 1,379 older males, and 1,503 females; estimates for 1985 are based on interviews from 5,478 young males, 1,180 older males, and 3,301 females.

\* 1984-85 comparisons were statistically significant at the 95 percent confidence level.

\*\* Informatiive standard error not available.  
Source: Questions 510--513.

Table 4.3. Distribution of Propensity to Enlist in the National Guard and Reserves, 1984 and 1985

Market/Item Response	National Guard		Reserve		Composite Reserve Propensity	
	1984	1985	1984	1985	1984	1985
<b>Young Males</b>						
Definitely	0.8 (0.1)	1.0 (0.2)	1.1 (0.2)	1.6 (0.2)	1.6 (0.2)	2.4 (0.2)*
Probably	10.1 (0.5)	10.6 (0.5)	14.2 (0.6)	14.7 (0.6)	17.9 (0.7)	18.5 (0.7)
Total Positive	10.8 (0.5)	11.6 (0.5)	15.3 (0.6)	16.3 (0.6)	19.4 (0.7)	20.8 (0.7)
Probably Not	38.8 (0.8)	39.2 (0.8)	38.5 (0.8)	39.8 (0.9)	37.8 (0.8)	39.1 (0.9)
Definitely Not	50.2 (0.9)	48.9 (0.9)	46.0 (0.9)	43.7 (0.9)	42.5 (0.9)	39.8 (0.9)*
Don't Know/Refused	0.2 (0.1)	0.3 (0.1)	0.2 (0.1)	0.2 (0.1)	0.2 (0.1)	0.2 (0.1)
Total Negative	89.2 (0.5)	88.4 (0.5)	84.5 (0.6)	83.7 (0.6)	80.6 (0.7)	79.2 (0.7)
<b>Older Males</b>						
Definitely	0.5 (0.2)	0.6 (0.3)	0.2 (0.1)	0.2 (0.1)	0.6 (0.2)	0.8 (0.3)
Probably	6.4 (0.7)	6.5 (0.8)	6.5 (0.7)	7.5 (0.8)	8.7 (0.8)	9.3 (0.9)
Total Positive	6.9 (0.7)	7.1 (0.8)	6.8 (0.7)	7.7 (0.9)	9.3 (0.8)	10.0 (1.0)
Probably Not	31.2 (1.4)	31.8 (1.6)	31.7 (1.4)	33.9 (1.6)	32.2 (1.4)	34.1 (1.6)
Definitely Not	61.7 (1.4)	60.9 (1.7)	61.3 (1.4)	57.8 (1.7)	58.3 (1.5)	55.7 (1.7)
Don't Know/Refused	0.2 (0.1)	0.2 (0.1)	0.2 (0.1)	0.6 (0.2)	0.1 (0.1)	0.2 (0.1)
Total Negative	93.1 (0.7)	92.9 (0.8)	93.2 (0.7)	92.3 (0.9)	90.7 (0.8)	90.0 (1.0)
<b>Females</b>						
Definitely	0.3 (0.1)	0.3 (0.1)	0.4 (0.2)	0.4 (0.1)	0.6 (0.2)	0.6 (0.2)
Probably	4.0 (0.6)	3.5 (0.4)	7.6 (0.8)	6.0 (0.5)	8.7 (0.8)	7.1 (0.5)
Total Positive	4.3 (0.6)	3.8 (0.4)	8.0 (0.8)	6.5 (0.5)	9.2 (0.8)	7.7 (0.5)
Probably Not	20.5 (1.1)	22.8 (0.9)	21.5 (1.2)	23.9 (0.9)	22.6 (1.2)	24.8 (0.9)
Definitely Not	75.2 (1.2)	73.4 (***)	70.4 (***)	69.6 (***)	68.1 (1.3)	67.4 (1.0)
Don't Know/Refused	0.0 (**)	0.1 (**)	0.0 (**)	0.1 (**)	0.0 (**)	0.1 (0.0)
Total Negative	95.7 (0.6)	96.2 (0.4)	92.0 (0.8)	93.5 (0.5)	90.8 (0.8)	92.3 (0.5)

Note: Tabled values are percentages with standard errors in parentheses. Estimates for 1984 are based on interviews with 5,058 young males, 1,379 older males, and 1,503 females. Estimates for 1985 are based on interviews with 5,478 young males, 1,180 older males, and 3,301 females.

\* 1984-85 comparisons were statistically significant at the 95 percent confidence level.

\*\* Informative standard error not available.

Source: Questions 505 and 507.

Thus, while young males and females show a significantly lower propensity for serving in the Reserve Components than in the active-duty military (20.8 percent vs. 29.8 percent, respectively, for males, and 7.7 percent vs. 11.9 percent, respectively, for females), there was no difference between active duty and reserve propensity for older males.

In addition, among the young males, a small though statistically significant increase (.8 percent) occurred between 1984 and 1985 in the "definitely" composite category. A decrease also occurred in the percentage indicating "definitely not" on the composite measure (42.5 percent in 1984 vs. 39.8 percent in 1985); most of the recategorization would appear to have been into the "probably not" category (37.8 percent in 1984 vs. 39.1 percent in 1985). These were the only changes noted in specific or composite reserve propensity between 1984 and 1985; their isolation and magnitude thus clouds their actual meaningfulness.

Table 4.3 also shows that positive propensity to join the National Guard is lower in general than positive propensity to join the Reserves, with the exception of older males. National Guard positive propensity was 11.6 percent for young males, compared with 16.3 percent positive propensity for the Reserves. For females, the positive propensities were 3.8 percent for the Guard and 6.5 percent for the Reserves. As already noted, older males did not indicate a statistically significant difference in their preference for either of the two general Reserve components: reported propensities were 7.1 percent for the Guard and 7.7 percent for the Reserves.

Table 4.4 presents 1984 and 1985 data for total positive propensity to enlist in each of the various Reserve Components as a function of market segment. Young males and older males show essentially the same pattern of preference among Reserve components. Females demonstrate a somewhat different pattern of preferences. This is the case for both 1984 and 1985 data which, as mentioned previously, do not significantly differ. On the whole, both young and older males show the most positive propensities toward the Army National Guard (7.1 percent, and 5.0 percent, respectively) and the Army Reserve (6.4 percent and 3.3 percent, respectively), followed by the Air Force Reserve (5.0 percent and 1.9 percent, respectively). The differences between the Army National Guard and the Army Reserve were not statistically significant for either male market segment. At the bottom of their preference list are the Coast Guard and the Naval Reserve.

Table 4.4. Positive Propensity to Enlist in the Reserve Components, 1984 and 1985

Market/Propensity Measure	1984	1985	Change*
<u>Young Males</u>			
Composite Reserve Propensity	19.4 (0.7)	20.8 (0.7)	+1.4
Army National Guard	7.3 (0.5)	7.1 (0.4)	-0.2
Air Force National Guard	3.4 (0.3)	4.2 (0.4)	+0.8
Army Reserve	6.1 (0.4)	6.4 (0.4)	+0.3
Naval Reserve	2.3 (0.2)	1.6 (0.2)	-0.7
Marine Corps Reserve	1.8 (0.2)	2.1 (0.2)	+0.3
Air Force Reserve	4.2 (0.3)	5.0 (0.4)	+0.8
Coast Guard	0.7 (0.1)	1.0 (0.1)	+0.3
<u>Older Males</u>			
Composite Reserve Propensity	9.3 (0.8)	10.0 (1.0)	+0.7
Army National Guard	4.1 (0.6)	5.0 (0.7)	+0.9
Air Force National Guard	2.6 (0.5)	1.8 (0.4)	-0.8
Army Reserve	2.9 (0.5)	3.3 (0.6)	+0.4
Naval Reserve	0.5 (0.2)	0.5 (0.2)	-
Marine Corps Reserve	0.7 (0.3)	1.2 (0.4)	+0.5
Air Force Reserve	1.7 (0.4)	1.9 (0.4)	+0.2
Coast Guard	1.0 (0.3)	0.6 (0.2)	-0.4
<u>Females</u>			
Composite Reserve Propensity	9.2 (0.8)	7.7 (0.5)	-1.5
Army National Guard	2.4 (0.4)	2.0 (0.3)	-0.4
Air Force National Guard	1.9 (0.4)	1.7 (0.3)	-0.2
Army Reserve	3.0 (0.5)	2.2 (0.3)	-0.8
Naval Reserve	1.1 (0.3)	0.9 (0.2)	-0.2
Marine Corps Reserve	0.3 (0.2)	0.3 (0.1)	-
Air Force Reserve	2.9 (0.5)	2.6 (0.3)	-0.3
Coast Guard	0.6 (0.2)	0.4 (0.1)	-0.2

Note: Tabled values are percentages with standard errors in parentheses.  
 Estimates for 1984 are based on interviews with 5,058 young males, 1,379 older males, and 1,503 females. Estimates for 1985 are based on interviews with 5,478 young males, 1,180 older males, and 3,301 females.

\* None of the differences in the 1984-85 comparisons is statistically significant.

Source: Questions 505-508.

On the other hand, females (who were also the least positive about any and all of the components) did not generally demonstrate any clear preference among the various Reserve/Guard components. Further, propensity for Reserve service did not change significantly between 1984 and 1985 for any of the three market groups.

#### 4. Unaided Mentions of Interest in Serving in the Military

Another measure used to assess propensity to join the military is termed "unaided mentions" and refers to an answer volunteered without an interviewer prompt. The unaided mention measure was obtained by the question:

Now, let's talk about your plans for the next few years. What do you think you might be doing?

An unaided mention was recorded when the respondent indicated his or her intention to join the military in general or one of the Services. After stating such an intention, the respondent was asked what Service he or she planned to join (where not already indicated) and whether the type of service would be active duty, the Reserves, or the National Guard.

Table 4.5 presents 1984 and 1985 estimates of percentages of each market segment expressing unaided mentions of interest in serving in the military. Figures are provided both for mentions of joining any branch of the military and for joining one of the active-duty Services. For all market segments, there are higher percentages of respondents indicating plans to join any branch than indicating interest in serving in the active military.

Among the young males, 7.4 percent mention serving in the military, while only 5.2 percent specify the active military. As is the case on the propensity measures discussed thus far, older males show a much lower propensity toward serving in the military, with only .5 percent making unaided mentions of their intention to be serving in the military, and only .1 percent specifying the active military. Females fall between these two groups, with 1.6 percent indicating a propensity to be serving in the military on the basis of this measure, and .9 percent indicating an interest in the active military. The 1984-1985 changes on this measure were not statistically significant.

#### C. Trends in Positive Active Propensity

For trend data to be interpreted correctly, research methodology and questionnaire items must be comparable. For the YATS surveys, key items such as propensity remained constant across years, but there were differences in the sampling methods, sampling strata, and weighting schemes. An analysis of

Table 4.5. Unaided Mentions of Interest in Serving in the Military,  
1984 and 1985

Type of Service/Market	Unaided Mentions		84-85* Change
	1984	1985	
<u>Any Military</u>			
Young Males	7.5 (0.4)	7.4 (0.4)	-0.1
Older Males	0.9 (0.4)	0.5 (0.2)	-0.4
Females	1.9 (0.4)	1.6 (0.2)	-0.3
<u>Active Military</u>			
Young Males	5.6 (0.4)	5.2 (0.4)	-0.4
Older Males	0.6 (0.4)	0.1 (0.1)	-0.5
Females	1.0 (0.3)	0.9 (0.2)	-0.1

Note: Tabled values are percentages with standard errors in parentheses.  
Data for 1984 are taken from the Fall 1984 Youth Attitude Tracking Study  
(Bray et al., 1984). Estimates for 1984 are based on interviews from 5,058  
young males, 1,379 older males and 1,503 females; estimates for 1985 are  
based on interviews with 5,478 young males, 1,180 older males, and 3,301  
females.

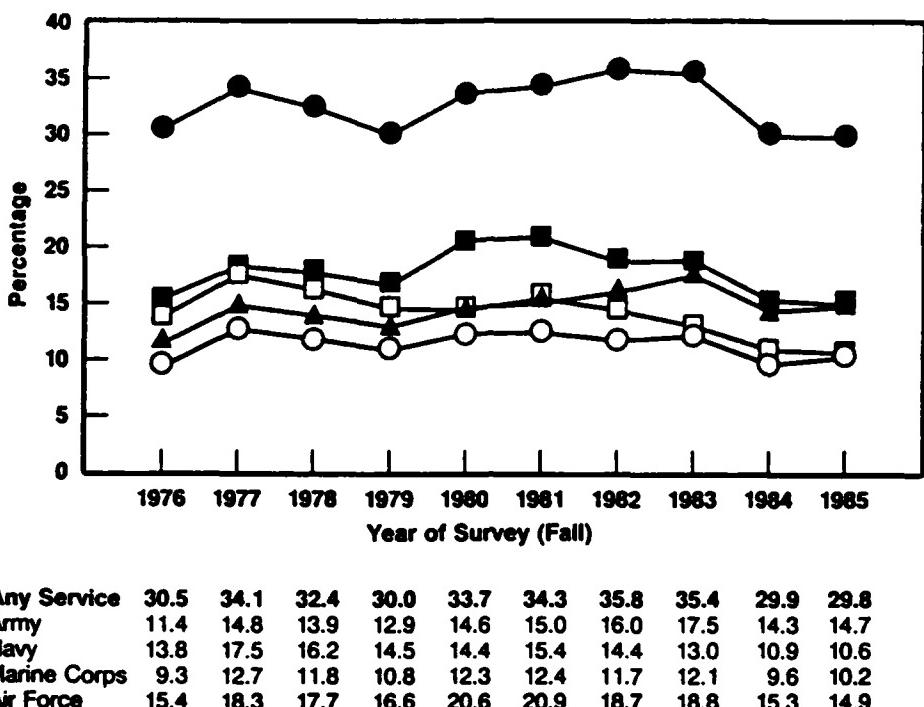
\*None of the 1984-85 comparisons is statistically significant.

Source: Questions 438-441.

the effects of these changes on estimates made from the data obtained prior to the 1983 redesign and a restatement of propensity data for the earlier years, adjusted for differences in sampling and weighting, were completed in 1984. The reweighted estimates for positive propensity to join each Service and Composite Active Propensity across the series of YATS surveys are shown for young males in Figure 4.2 and for females in Figure 4.3.

Data for young males show highly similar patterns for Composite Active Propensity and Service-specific propensities from 1976 through 1979, with an initial increase followed by a general downward trend (Figure 4.2). From 1979 to 1982, Composite Active Propensity increased, with a leveling in 1983 and a significant decline in 1984. In 1985, Composite Active Propensity remained at the 1984 level. Service-specific propensities generally increased from 1979 through 1981. From 1981 through 1985, the Services show distinct patterns.

**Figure 4.2 Trends in Positive Propensity to Serve on Active Duty in Specific Services and Any Service for Young Males**



Note: Estimates prior to 1983 have been reweighted to be comparable to those from 1983 through 1985.

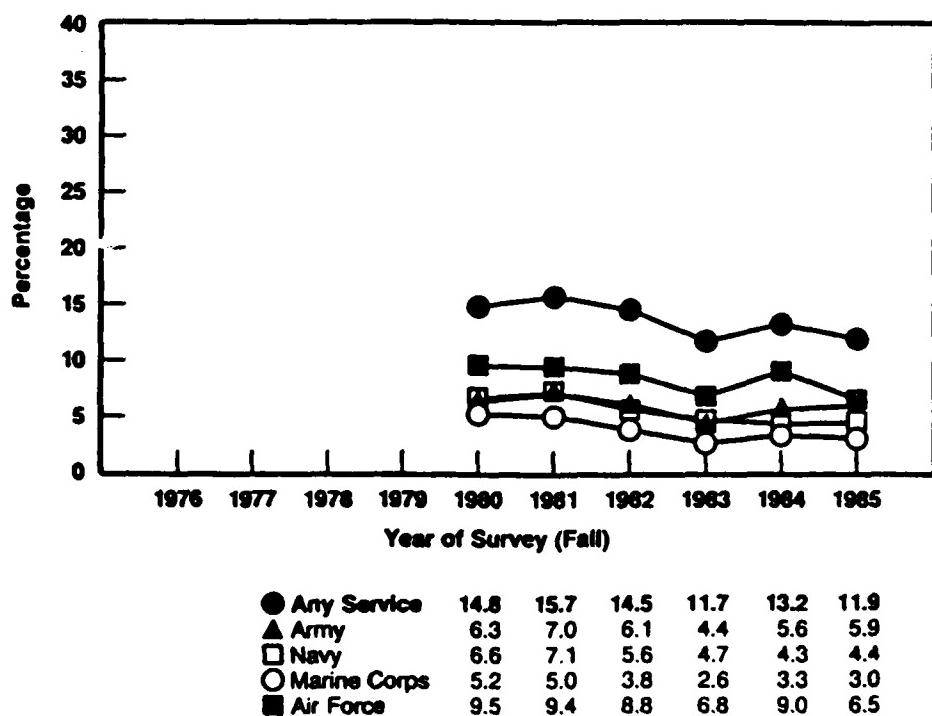
The Air Force shows an initial decline (1981-1982), a leveling off (1982-1983), and another decline (1983-1984), followed by a leveling off (1984-1985). The Army shows an increase between 1981 and 1983, followed by a decline (1984), and a leveling off (1985). The Navy shows a steady declining pattern since 1981 which also levels off in 1985. The Marine Corps has shown a decline, an increase, and another decline, followed most recently by a leveling off.

Another approach to evaluating the propensity level for a single year is to estimate the average over the series of surveys and contrast the particular year with the average. The 1976-1985 average for Composite Active Propensity is 32.6 percent. The range of deviation around this mean is rather narrow. The highest value is 35.8 percent (1982), and the lowest is 29.8 percent (in 1985). Since 1980, Composite Active Propensity has been above average each year except for the past two years (1984 and 1985) which are considerably below average.

Turning to Service-specific positive propensity, the 1976-1985 average for the Air Force is 17.7 percent; for the Army, 14.5 percent; for the Navy, 14.1 percent; and for the Marine Corps, 11.3 percent. During the period 1980-1985, the Air Force and Marines were at or above their averages except for the past two years when they fell below. The Army was also above average from 1980 to 1983, then fell to about average for 1984 and 1985. Since 1980 the Navy basically stayed at its average for three years and then dropped below for the past three years.

Figure 4.3 presents comparable data for females. Females were first included in the YATS series in 1980, so data for only 1980 to 1985 are available for them. Female positive propensities for each active Service and Composite Active Propensity are all lower than the same propensities for young males. Female Composite Active Propensity rose between 1980 and 1981, dropped in 1982 and 1983, rose again in 1984, and remained essentially unchanged in 1985. Service-specific propensities followed the same general pattern as

**Figure 4.3 Trends in Positive Propensity to Serve on Active Duty in Specific Services and Any Service for Females**



Note: Estimates prior to 1983 have been reweighted to be comparable to those from 1983 through 1985.

Composite Active Propensity for females, except that their propensity to join the Marine Corps and Air Force remained stable in 1981, and their propensity to join the Air Force declined again in 1985. Females, like males, had highest propensity to join the Air Force. The female positive propensities for the Army and Navy have always been very close, though in 1984 and 1985 female propensity to join the Army seemed to be higher than the propensity to join the Navy. Females were least likely to have a positive propensity to join the Marines.

It is useful to examine the variation in female Composite Active and Service-specific propensity levels in terms of the deviation of these levels from the averages for the five-year period in the same manner as was done for young males. The average positive Composite Active Propensity for females from 1980 to 1985 was 13.6. Again, we can see that the range of deviation above and below this level is narrow; the highest value was 15.7 (in 1982) and the lowest, 11.7 (in 1983). In other years (1980, 1982, and 1984), female composite propensity was about average. In 1985, female composite propensity was 11.9 but was not, however, significantly different from the previous year.

Turning to Service-specific propensity, the 1980-1985 average for the Air Force is 8.3; for the Army, 5.9; for the Navy, 5.5; and for the Marine Corps, 3.8.

The Army and Marine Corps had their lowest values in 1983. For the Navy, the lowest value was in 1984, but both the 1983 and 1985 values were essentially the same. The lowest value for the Air Force occurred in 1985, with the previous lowest value in 1983. Otherwise, female propensity to join the Air Force had been at or near its average in every year. Propensities to join the Army (7.0) and Navy (7.1) were at their highest values above average in 1981. Female propensity to join the Marine Corps was at its highest value above average (5.2) in 1980; in other years it has been about average.

#### D. Demographic Profiles of Active Propensity Groups

Determining whether propensity to join the military is related to specific sociodemographic characteristics could be extremely useful in understanding how best to tailor communications to potential enlistees. Table 4.6 presents the 1985 YATS II data on the relationship of these sociodemographic characteristics to Composite Active Propensity--both positive and negative--broken down for each of the three market segments. As was the case in the previous year's

Table 4.6. Composite Active Propensity and Sociodemographic Characteristics

Age <sup>a</sup>	Young Males			Older Males			Females		
	Positive Propensity (n = 1,667)		Negative Propensity (n = 3,811)	Positive Propensity (n = 110)		Negative Propensity (n = 1,070)	Positive Propensity (n = 2,909)		Total (n = 3,301)
	Positive Propensity (n = 1,667)	Negative Propensity (n = 3,811)	Total (n = 5,478)	Positive Propensity (n = 110)	Negative Propensity (n = 1,070)	Total (n = 1,180)	Positive Propensity (n = 2,909)	Negative Propensity (n = 2,909)	Total (n = 3,301)
16 (22)	31.0 (1.4)	21.1 (0.8)	24.0 (0.7)	27.2 (4.8)	12.2 (1.2)	13.5 (1.2)	28.0 (2.6)	20.4 (0.9)	21.3 (0.9)
17 (23)	27.8 (1.4)	20.3 (0.8)	22.6 (0.7)	11.3 (3.8)	11.0 (1.1)	11.0 (1.0)	28.8 (2.6)	22.4 (1.0)	23.2 (0.9)
18 (24)	26.0 (1.1)	17.8 (0.8)	17.2 (0.6)	16.2 (3.6)	14.2 (1.3)	14.4 (1.2)	17.1 (2.0)	17.1 (2.0)	18.3 (0.9)
19 (25)	21.1 (1.0)	15.2 (0.7)	14.0 (0.6)	17.1 (4.2)	14.8 (1.3)	15.0 (1.2)	13.4 (2.0)	16.4 (0.8)	16.0 (0.8)
20 (26)	7.1 (0.8)	13.2 (0.7)	11.3 (0.5)	9.5 (3.2)	12.0 (1.1)	11.8 (1.1)	7.0 (1.4)	11.2 (0.7)	10.7 (0.6)
21 (27)	7.0 (0.8)	12.4 (0.7)	10.8 (0.5)	5.7 (2.3)	11.1 (1.1)	10.7 (1.0)	5.7 (1.3)	11.1 (0.7)	10.5 (0.6)
(28)				3.0 (1.5)	11.0 (1.1)	10.3 (1.0)			
(29)				10.0 (3.2)	13.7 (1.3)	13.4 (1.2)			
<b>Race/Ethnicity</b>									
White	62.6 (1.6)	82.7 (0.8)	76.8 (0.6)	60.7 (5.3)	63.1 (1.4)	61.1 (1.4)	43.2 (3.0)	80.2 (1.0)	75.8 (1.0)
Black	19.9 (1.3)	7.6 (0.6)	11.2 (0.6)	16.1 (4.0)	7.3 (1.1)	8.1 (1.1)	33.9 (2.9)	9.6 (0.7)	12.5 (0.8)
Hispanic	13.6 (1.1)	7.3 (0.5)	9.2 (0.5)	15.3 (3.7)	8.0 (1.0)	8.7 (1.0)	16.5 (2.1)	7.8 (0.6)	8.8 (0.6)
Other	3.9 (0.6)	2.3 (0.3)	2.8 (0.3)	8.0 (2.9)	1.5 (0.4)	2.1 (0.5)	6.5 (1.7)	2.4 (0.4)	2.9 (0.4)
<b>Marital Status</b>									
Never Married	97.7 (0.5)	95.0 (0.5)	95.8 (0.4)	56.1 (5.4)	42.3 (1.8)	43.6 (1.7)	91.8 (1.6)	85.6 (0.8)	86.3 (0.7)
Married <sup>b</sup>	1.8 (0.4)	4.3 (0.4)	3.5 (0.3)	32.7 (5.1)	49.8 (1.9)	48.2 (1.8)	5.1 (1.3)	12.5 (0.7)	11.6 (0.7)
Other	0.5 (0.3)	0.8 (0.2)	0.7 (0.2)	11.3 (3.3)	7.9 (0.9)	8.2 (0.9)	3.1 (1.0)	2.0 (0.3)	2.1 (0.3)
<b>Educational Plans&gt;Status<sup>c</sup></b>									
Attend School	63.7 (1.5)	59.6 (1.1)	60.8 (0.9)	12.7 (3.3)	11.9 (1.1)	12.0 (1.1)	69.4 (2.6)	61.4 (1.1)	62.3 (1.1)
Not Attend School	35.3 (1.5)	39.8 (1.0)	38.4 (0.9)	87.3 (3.3)	86.9 (1.1)	87.0 (1.1)	30.2 (2.6)	38.6 (1.1)	37.6 (1.1)
Don't Know	1.0 (0.3)	0.6 (0.2)	0.7 (0.1)	0.0 (d)	1.1 (0.3)	1.0 (0.3)	0.4 (0.3)	0.1 (d)	0.1 (0.1)
<b>Years of Education Completed</b>									
Less than 10	14.2 (1.1)	6.9 (0.5)	9.1 (0.5)	9.6 (3.2)	3.9 (0.7)	4.4 (0.7)	13.4 (2.0)	5.4 (0.5)	6.4 (0.5)
10	29.7 (1.4)	19.6 (0.8)	22.6 (0.7)	10.2 (3.2)	5.5 (0.8)	5.9 (0.8)	28.9 (2.7)	18.2 (0.8)	19.5 (0.8)
11	28.1 (1.3)	24.0 (0.9)	25.2 (0.7)	11.6 (3.4)	7.5 (0.9)	7.8 (0.8)	26.8 (2.5)	25.4 (1.0)	25.5 (1.0)
12	25.0 (1.4)	36.4 (1.0)	33.0 (0.8)	58.6 (5.3)	62.2 (1.7)	61.9 (1.6)	25.7 (2.5)	37.5 (1.1)	36.1 (1.1)
Some college/ vocational school	3.1 (0.5)	13.0 (0.7)	10.1 (0.5)	9.9 (3.1)	20.9 (1.5)	19.9 (1.4)	5.2 (1.2)	13.5 (0.8)	12.5 (0.7)
<b>Employment Status</b>									
Employed full-time	25.5 (1.3)	34.2 (1.0)	31.6 (0.8)	71.9 (4.8)	85.5 (1.2)	84.3 (1.2)	14.4 (1.9)	22.6 (0.9)	21.7 (0.9)
Employed part-time	26.3 (1.4)	28.4 (1.0)	27.8 (0.8)	10.9 (2.9)	6.2 (0.8)	6.6 (0.8)	23.0 (2.5)	32.5 (1.1)	31.4 (1.0)
Not employed, looking	34.5 (1.5)	18.8 (0.8)	23.5 (0.7)	12.5 (3.6)	5.1 (0.7)	5.7 (0.7)	41.2 (2.9)	19.7 (0.9)	22.2 (0.9)
Not employed, not looking	13.7 (1.0)	18.6 (0.8)	17.1 (0.7)	4.8 (3.0)	3.2 (0.6)	3.3 (0.6)	21.3 (2.3)	25.2 (1.1)	24.8 (1.0)

Note: Tabled values are column percentages with standard errors in parentheses.

<sup>a</sup>Ages 22-29 apply to older males.

<sup>b</sup>"Other" includes widowed, divorced, and separated.

<sup>c</sup>Data were collected in August, September, October and November 1985. Questions prior to October 1 asked about planned status for October; questions after October 1 asked about actual status.

<sup>d</sup>Informative standard error not available.

Source: Questions 403, 404, 407, 417, 424, 693, 714, 715.

data, respondents with positive propensity compared with those with negative propensity are more likely to be:

- younger;
- nonwhite;
- single;
- attending school (not true of older males);
- of lower educational attainment (11 or fewer vs. 12 or more years); and
- unemployed but looking for a job.

Clearly, a number of these characteristics are interrelated.

For young males, the patterns obtained are virtually identical to those demonstrated in the 1984 data. The patterns for the older males vary slightly between 1984 and 1985 in the Educational Plans/Status and Employment Status categories. More specifically, in 1985 the employment patterns for older males and the young males are more similar than in the previous year; i.e., positive propensity older males are more likely than those with negative propensity to be unemployed but looking for a job. Also, in 1985, whether older males expected to be--or were--attending school did not distinguish between those with positive and those with negative propensity to join the military. The small sample of positive propensity older males in both 1984 and 1985, however, precludes drawing definitive conclusions from these data.

Among the females, two interesting patterns emerged. Specifically, positive propensity females are significantly more likely to be black than are young or older positive propensity males. In addition, and probably related to the relationship noted above, positive propensity females are significantly more likely than positive propensity young males to be unemployed but looking for a job.

Table 4.7 presents additional information about the effects of both race/ethnicity and age on Composite Active Propensity. These results are consistent with data from previous YATS surveys. The younger the respondent, regardless of market segment, the more positive he or she is about enlistment in the military. Among the young males, 37.6 percent of the 16-17 year olds show positive propensity as opposed to only 23 percent of the 18-21 year olds. Females (16-17 years of age) evidence 15.2 percent positive propensity versus 9.2 percent for the 18-21 year olds. Even among older males, the younger ones (22-24 years) are more positive (12.6 percent) than the older respondents (6.5 percent for the 25-29 year olds).

Table 4.7. Positive Composite Active Propensity by Race/Ethnicity and Age

Market/Age	Race/Ethnicity				
	White	Black	Hispanic	Other	Total
<u>Young Males</u>					
16-17	33.1 (1.3)	57.0 (4.0)	52.3 (3.9)	37.7 (6.6)	37.6 (1.2)
18-21	16.7 (1.0)	49.0 (3.2)	36.8 (3.4)	46.0 (7.0)	23.0 (1.0)
Total	24.3 (0.9)	52.6 (2.5)	44.1 (2.7)	41.3 (4.9)	29.8 (0.8)
<u>Older Males</u>					
22-24	10.6 (1.8)	14.9 (7.1)	26.3 (7.6)	28.6(14.2)	12.6 (1.7)
25-29	4.0 (0.9)	19.0 (5.2)	10.1 (3.7)	39.1(16.1)	6.5 (1.0)
Total	6.7 (0.9)	17.7 (4.3)	15.6 (3.8)	33.6(10.7)	8.9 (0.9)
<u>Females</u>					
16-17	9.7 (1.0)	42.0 (4.5)	26.4 (4.6)	22.3 (6.9)	15.2 (1.1)
18-21	4.3 (0.6)	25.7 (3.1)	19.3 (3.1)	33.2 (9.6)	9.2 (0.8)
Total	6.8 (0.6)	32.2 (2.7)	22.2 (2.7)	26.7 (6.1)	11.9 (0.7)

Note. Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,469 young males (4,121 white, 663 Black, 537 Hispanic, and 148 "other"), 1,175 older males (956 white, 100 Black, 95 Hispanic, and 24 "other"), and 3,294 females (2,496 white, 414 Black, 297 Hispanic, and 87 "other").

Source: Questions 403, 510-513, 714, 715.

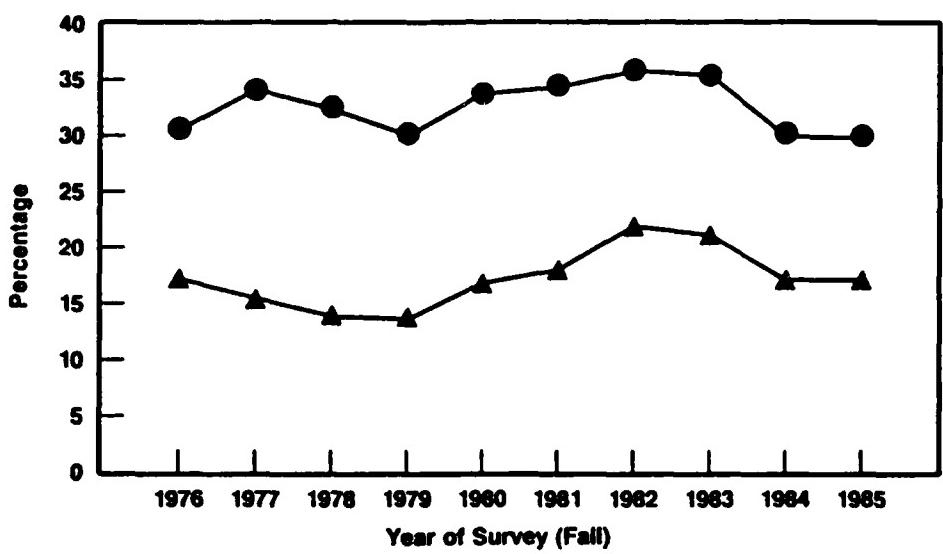
Table 4.7 also demonstrates that, among young males, fewer whites have positive propensity (24.3 percent) than blacks (52.6 percent), Hispanics (44.1 percent), or others (41.3 percent). This pattern also holds, though less impressively so, for older males. Females show the pattern even more definitively than young males, with only 6.8 percent of whites showing positive propensity compared with 32.2 percent of blacks, 22.2 percent of Hispanics, and 26.7 percent of others.

#### E. Propensity and Unemployment Rates

Some commentators on military accessions argue that interest in the military is strongly related to economic trends and resulting employment opportunities. If this notion is correct, there should be a positive relationship between positive propensity to join the military and unemployment rates.

To explore the notion that changes in employment are related to changes in propensity, data showing unemployment rates for 16-21 year old-males since 1976 were compared to data for propensity during the same period. Figure 4.4 shows the trends for the two types of data for young males. The pattern of the data is striking and shows a correlation of .61 for the 10-year period.

**Figure 4.4 Young Male Trends in Annual Unemployment Rates and in Positive Propensity for Any Active Duty Service**



● Positive Propensity    30.5    34.1    32.4    30.0    33.7    34.3    35.8    35.4    29.9    29.8  
▲ Unemployment Rate    17.2    15.5    13.9    13.6    16.8    18.0    21.9    21.1    17.1    17.1

Note: Propensity estimates are based on surveys in the fall of each year. Those prior to 1983 have been reweighted to be comparable to those from 1983 through 1985. Unemployment figures are annual estimates provided by the Bureau of Labor Statistics for 16-21 year old males. Correlation of the two curves is .61.

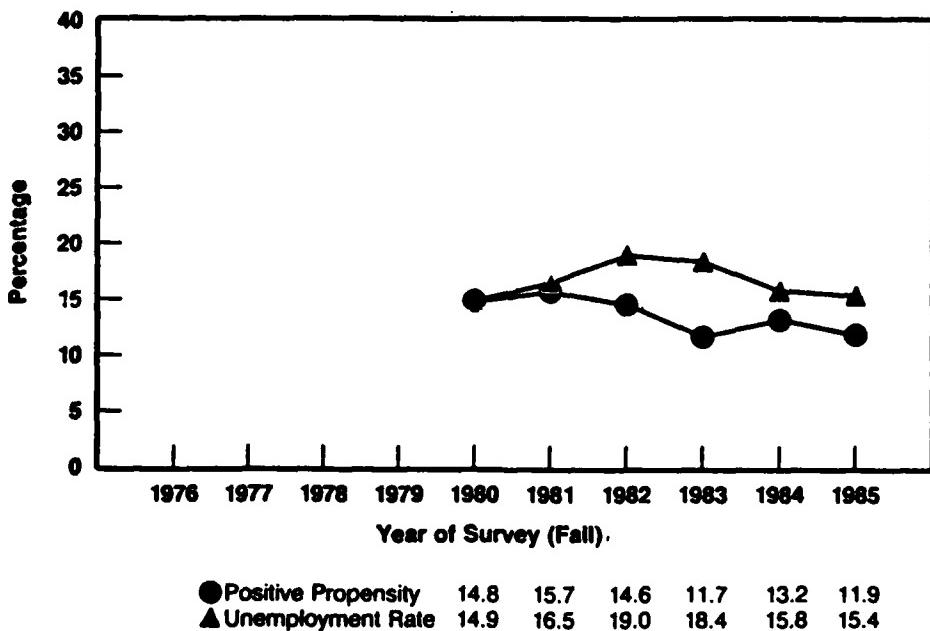
This suggests that when civilian unemployment is high, military Service is more attractive to young males. When many job alternatives are available, the military appears to have less appeal. Note that there has been no significant change from 1984 to 1985 in positive propensity or in unemployment rates.

Even though these data suggest that employment opportunities are related to propensity, they do not fully explain it. Certainly, a number of other factors must be taken into account to explain all of the observed variation in the data (e.g., educational opportunities, attitudes toward serving in the military).

The relationship between unemployment rates and propensity was also examined for females. Figure 4.5 shows the trend lines for unemployment rates and positive propensity during the six-year period from 1980-1985 that female data have been collected in YATS. The data show a very different pattern than that observed for young males. Instead of showing a strong positive relationship (indicated by the parallel lines in Figure 4.4), the trend lines show a rather divergent pattern with a correlation between the two curves of -.08. Thus, whereas unemployment rates may be suggestive of propensity estimates for young males, there appears to be no relationship between these measures for females.

The finding that propensity estimates for females are not related to unemployment rates is not readily explained by data collected in the YATS surveys. This result may be due to differences in labor force participation rates between men and women. Further, females may perceive military recruiting policies differently than males.

**Figure 4.5 Female Trends In Annual Unemployment Rates and In Positive Propensity for Any Active Duty Service**



Note: Propensity estimates are based on surveys in the fall of each year. Those prior to 1983 have been reweighted to be comparable to those from 1983 through 1985. Unemployment figures are annual estimates provided by the Bureau of Labor Statistics for 16-21 year old females. Correlation of the two curves is -.08.

## F. Summary

In this chapter, findings were presented which described propensity to serve in the military for young males, older males, and females. Propensity was discussed as a function of individual Service of the active military as well as a composite measure. Results were also presented in a parallel fashion for the Reserve component of the military. The major findings are highlighted below.

### 1. Propensity Toward Military Service

- Positive Composite Active Propensity remained unchanged from 1984 to 1985. Positive propensity for any active-duty military Service was shown by less than one-third (29.8 percent) of the young males, followed by much smaller proportions for both females (11.9 percent) and older males (8.9 percent).
- Within the composite propensity categories (definitely, probably, probably not, definitely not), individuals with negative propensity (those answering probably not or definitely not) are much more likely to respond "definitely will not join" (young males 53 percent, older males 65 percent, females 74 percent) than those with positive propensity (those answering definitely or probably) are to respond "definitely will join" (young males 22 percent, older males 12 percent, females 17 percent).
- Active duty, Service-specific propensities were highly similar in 1984 and 1985. For older males, positive propensity declined significantly for the Navy (5.5 to 3.2 percent); and for females, positive propensity declined significantly for the Air Force (9.0 to 6.5 percent). The Air Force and the Army showed the highest percentages of positive propensity.
- Composite Reserve Propensity data indicate that young males and females are somewhat less desirous of serving in the Reserves than in the active military. Older males, however, are no more likely to report positive propensity for active duty service than for the Reserve Components. Propensity results indicate that the three most "popular" Reserve Components among the male market segments are the Army National Guard, the Army Reserve, and the Air Force Reserve. Females, on the other hand, did not clearly prefer any of the Reserve/Guard components.

2. Trends in Positive Active Propensity

- Young males show an overall trend in Composite Active Propensity that first decreased between 1977 (34.1 percent) and 1979 (30 percent), then increased from 1979 until 1983 (35.4 percent), again decreased between 1983 and 1984 (29.9 percent), and then remained unchanged from 1984 to 1985 (29.8 percent). The trends for Service-specific propensities had essentially the same pattern as Composite Active Propensity, with an initial increase, a stabilization, a decrease in 1984, and a subsequent stabilization in 1985.
- Females' Composite Active Propensity was stable from 1980 through 1982 (14.8 percent, 15.7 percent, and 14.5 percent), declined in 1983 (11.7 percent), and remained essentially stable at that level to date (13.2 percent in 1984 and 11.9 percent in 1985). The Air Force, which has consistently been the most preferred service, nonetheless suffered a significant decrease in positive propensity in 1985 from 1984 (6.5 percent vs. 9.0 percent, respectively). Regardless of this decrease, the ranking of Services as measured by females' Service-specific propensities, has remained fairly stable, with the Air Force most preferred, followed by the Navy and Army at very close levels, and the Marine Corps the least preferred.

3. Demographic Profiles of Active Propensity Groups

- As was the case in 1984, 1985 data demonstrated that positive propensity respondents were more likely than negative propensity respondents to be younger, nonwhite, never married, attending (or intending to attend) school, less educated and unemployed but looking for a job.
- Positive propensity for all three market segments consistently declined with age. In addition, in each market segment, nonwhites (especially blacks) were more likely to show positive propensity than were whites.

4. Propensity and Unemployment Rates

- Annual unemployment rates were compared to annual estimates of Composite Active Propensity during the years 1976-1985 for

young males and 1980-1985 for females. For young males there was a strong positive relationship between the two indicators (correlation = .61). Positive propensity tended to increase as unemployment rates increased. For females there was no significant relationship between the two measures.

## 5. CONSIDERATION OF MILITARY AND CIVILIAN ALTERNATIVES

Military service is only one of the occupations or activities among which young people may choose. They evaluate the characteristics of military service within the context of their perceptions of the desirability and accessibility of such alternatives as a civilian occupation or school. This chapter presents data on the relationship of propensity to perceptions of a number of non-military alternatives for the three market groups.

First we examine the importance that young adults assign to job characteristics and their perceptions of the achievability of these job characteristics in military or civilian jobs. Next we compare respondents' general intentions to join the military with the likelihood of their pursuing several specific non-military activities. The relative likelihood of their joining the Active Services and Reserve Components is examined, as well as their previous consideration of military service. Finally, we discuss the influence of important persons (such as family and friends) and personal attitudes about the military as these relate to propensity.

### A. Desired Job Characteristics

Military service, though unique in a number of important ways, shares properties of other occupations. Knowing the importance that young adults place on various job characteristics may help us better understand propensity to enlist. Respondents were asked to rate the importance of 15 job characteristics on a four-point scale (extremely, very, somewhat, and not important). Results are presented in Table 5.1.

There are six characteristics that three-fourths or more of all young males rated as extremely or very important in choosing a job. In descending order of importance, these are:

- Enjoying your work
- Job security
- Good income
- Personal freedom
- Learn a valuable trade or skill
- Adequate retirement benefits.

For young males, the least important job characteristics (those rated as highly important by fewer than half) are:

Table 5.1. Desired Job Characteristics

Job Characteristics	Young Males			Older Males			Females		
	Positive Propensity (n=1,664)	Negative Propensity (n=3,805)	Total (n=5,469)	Positive Propensity (n=110)	Negative Propensity (n=1,066)	Total (n=1,176)	Positive Propensity (n=391)	Negative Propensity (n=2,904)	Total (n=3,295)
1. Enjoy your work	90.4	91.5	91.2 (0.5)	93.1	91.5	91.6 (0.9)	96.2	94.8	95.0 (0.4)
2. Job security	88.2	87.6	87.8 (0.6)	92.1	90.1	90.2 (1.0)	87.4	89.0	88.8 (0.6)
3. Good income	85.7	84.8	85.1 (0.6)	80.5	88.3	87.6 (1.1)	84.6	84.4	84.5 (0.7)
4. Personal freedom	78.4*	85.0	83.0 (0.6)	74.3	83.7	82.8 (1.2)	78.9	83.5	83.0 (0.8)
5. Learn valuable trade or skill	85.3*	76.8	79.3 (0.7)	88.8	81.8	82.5 (1.3)	85.9*	78.1	79.0 (0.9)
6. Adequate retirement benefits	76.9	74.5	75.2 (0.7)	87.9*	79.4	80.1 (1.4)	77.7	74.9	75.3 (0.9)
7. Promotion opportunities	75.2*	71.2	72.4 (0.8)	76.9	69.7	70.3 (1.6)	74.7	72.8	73.0 (0.9)
8. Get money for education	72.7*	61.0	64.5 (0.8)	63.9*	48.5	49.8 (1.7)	82.9*	69.6	71.2 (0.9)
9. Equal pay and opportunity for men and women	66.7*	60.0	62.0 (0.8)	75.0*	62.3	63.4 (1.6)	86.7	83.9	84.3 (0.7)
10. Do something for country	72.0*	54.2	59.5 (0.9)	75.5*	59.1	60.5 (1.7)	76.9*	50.2	53.3 (1.1)
11. Have a lot in common with co-workers	57.7*	53.0	54.4 (0.9)	58.5	54.2	54.6 (1.7)	54.8	51.7	52.1 (1.0)
12. Training for leadership	63.9*	52.7	56.0 (0.9)	66.3	57.7	58.5 (1.7)	67.4*	50.6	52.6 (1.0)
13. High status and prestige	55.4*	49.3	51.1 (0.9)	55.3*	41.8	43.0 (1.7)	56.1*	47.9	48.9 (1.1)
14. Stay in area	40.8*	48.1	45.9 (0.9)	42.6*	57.6	56.2 (1.6)	41.2*	53.4	52.0 (1.0)
15. Parents' approval	49.7*	40.9	43.5 (0.9)	36.6	27.6	28.4 (1.6)	55.5*	48.9	49.7 (1.1)

Note: Tabled values are percentages with standard errors in parentheses. Percentages indicate those who thought the characteristic was extremely important or very important.

\* Individuals with positive propensity were significantly different at the 95 percent confidence level from individuals with negative propensity.

Source: Questions 510-513, 649, 651, 653, ... 677 (all odd items between 653 and 677).

- Stay in area
- Parents' approval.

The same six most desired job characteristics that young males chose are cited in the same order by three-fourths or more of older males. Older males differ from young males in that they are more likely to rate "stay in area" as highly important (56 percent vs. 46 percent) and less likely to give that level of importance to "get money for education" (50 percent vs. 64 percent) or "parents' approval" (28 percent vs. 43 percent). These differences probably reflect the fact that older males are less likely to be planning long formal education programs and less dependent on their parents for decisions about life choices.

Females also appear to share young males' perceptions of which job characteristics are most important. Three-fourths or more of the female market group rate the same six job characteristics as highly important, again in the same order. Four-fifths of females also rate "equal pay and opportunity for men and women" as highly important (compared with about three-fifths of each male market group). Otherwise, females' ratings are generally similar to those of young males.

Differences between those with positive and negative propensity are minor for the most desired job characteristics in each market group (Table 5.1). Young males with negative propensity are more likely than those with positive propensity to say that "personal freedom" (85 percent vs. 78 percent) and "stay in area" (48 percent vs. 41 percent) are highly important. On the other hand, young males with positive propensity are more likely than those with negative propensity to rate "learn a valuable trade or skill" (85 percent vs. 77 percent), "promotion opportunities" (75 percent vs. 71 percent), "get money for education" (73 percent vs. 61 percent) and "do something for country" (72 percent vs. 54 percent) as highly important. With the exception of "adequate retirement benefits," the remaining job characteristics are desired by significantly more positive propensity than negative propensity young males.

Older males with positive propensity are significantly more likely than those with negative propensity to desire "adequate retirement benefits" (88 percent vs. 79 percent) and "(get) money for education" (64 percent vs. 48 percent) and less likely than those with negative propensity to desire to "stay in area" (43 percent vs. 58 percent). Other job characteristics desired

by more positive than negative propensity older males are "equal pay and opportunity for men and women" and "high status and prestige."

Only one of the job characteristics most likely to be highly important to females is seen differently by the two propensity groups. Females with positive propensity are more likely than those with negative propensity to desire to "learn a valuable trade or skill" (86 percent vs. 78 percent). Positive propensity females are also less likely to see "stay in area" (41 percent vs. 53 percent) as highly important. Other job characteristics that positive propensity females desire more than negative propensity females are "get money for education," "do something for country," "training for leadership," "high status and prestige," and "parents' approval."

The 1985 data vary in only minor ways from the 1984 data. For young males, for example, a number of characteristics are rated as extremely or very important by somewhat larger proportions (about 3 percentage points) in 1985 than in 1984; of the six most important characteristics, changes occurred in "enjoy your work," "good income," and "personal freedom." Older males and females also show some 1984-1985 increases in some job characteristics considered less important. Females in 1985 rate "enjoy your work" more high than they did in 1984.

#### B. Perceived Occurrence of Job Characteristics in Military or Civilian Jobs

Young adults in the three market groups show substantial agreement in their perceptions of the relative importance of job characteristics. The perception that important job characteristics are intrinsic to military jobs may make young people more likely to consider military service. In order to examine this issue, respondents were asked whether each job characteristic was more likely to occur in a military job, in a civilian job, or was equally likely to occur in either sector. The results are shown in Table 5.2; here the job characteristics are listed in the order of importance shown in Table 5.1.

##### 1. Characteristics More Likely in Military Sector

There are five job characteristics thought more likely to occur in a military job by one-quarter or more of the young males (while relatively few thought them more likely to occur in a civilian job):

- Do something for country (51 percent)
- Training for leadership (43 percent)
- Get money for education (34 percent)

Table 5.2. Whether Job Characteristics Are More Likely to Occur in Military or Civilian Job

	Young Males		Older Males		Females	
	More Likely Military	More Likely Civilian	More Likely Military	More Likely Civilian	More Likely Military	More Likely Civilian
1. Enjoy your work	4.1 (0.3)*	28.6 (0.8)	2.7 (0.5)*	29.1 (1.6)	2.6 (0.3)*	28.6 (1.0)
2. Job security	29.0 (0.8)*	10.3 (0.5)	30.0 (1.6)*	6.3 (0.8)	27.0 (0.9)*	8.3 (0.7)
3. Good income	5.7 (0.4)*	34.1 (0.8)	3.0 (0.7)*	41.5 (1.7)	8.6 (0.7)*	19.3 (0.8)
4. Personal freedom	4.4 (0.4)*	57.1 (0.9)	1.8 (0.4)*	57.3 (1.7)	3.8 (0.4)*	51.0 (1.1)
5. Learn valuable trade or skill	18.4 (0.6)*	9.2 (0.5)	15.5 (1.2)*	9.1 (1.0)	16.1 (0.8)*	7.2 (0.5)
6. Adequate retirement benefits	21.6 (0.7)*	8.3 (0.5)	23.4 (1.4)*	6.9 (0.8)	22.7 (0.9)*	6.9 (0.5)
7. Promotion opportunities	13.9 (0.6)*	11.2 (0.5)	13.9 (1.2)*	9.6 (1.0)	12.2 (0.7)*	8.2 (0.5)
8. Get money for education	34.5 (0.8)*	10.7 (0.5)	38.7 (1.7)*	9.7 (1.1)	34.7 (1.0)*	8.2 (0.6)
9. Equal pay and opportunity for men and women	27.4 (0.8)*	8.4 (0.5)	32.0 (1.6)*	7.1 (0.9)	21.4 (0.9)*	9.0 (0.7)
10. Do something for country	51.2 (0.9)*	5.2 (0.4)	42.2 (1.7)*	6.8 (0.8)	49.7 (1.1)*	5.0 (0.5)
11. Have a lot in common with co-workers	11.7 (0.6)*	15.3 (0.6)	10.4 (1.0)	13.0 (1.2)	10.3 (0.6)	11.7 (0.7)
12. Training for leadership	42.9 (0.9)*	5.7 (0.4)	34.6 (1.7)*	5.6 (0.7)	37.3 (1.0)*	5.1 (0.5)
13. High status and prestige	15.2 (0.6)	14.1 (0.6)	11.3 (1.1)	13.5 (1.2)	12.3 (0.7)	10.9 (0.8)
14. Stay in area	3.3 (0.3)*	61.2 (0.9)	1.2 (0.3)*	62.5 (1.6)	2.8 (0.3)*	58.3 (1.0)
15. Parents' approval	7.2 (0.4)*	27.4 (0.8)	5.5 (0.8)*	18.3 (1.3)	5.2 (0.4)*	30.1 (1.0)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,478 young males, 1,180 older males, and 3,301 females.

\* The proportion of individuals rating a job characteristic more likely to occur in the military is significantly different from the proportion rating it as more likely to occur in a civilian job at the 95 percent confidence level.

Source: Questions 649, 651, ... 677 (all odd items between 651 and 677).

- Job security (29 percent)
- Equal pay and opportunity for men and women (27 percent)

Older males also rate these job characteristics as "more likely in the military" with some minor differences in ordering. The ratings of the females concur with those of the young males for the first four job characteristics. Only these four characteristics are rated as more likely in the military by at least one-fourth of the female market group.

Of these five job characteristics, "job security" is the only one rated as highly important by three-fourths or more of young males (and those in the other two market groups). "Equal pay and opportunity for men and women" are highly important to females. Only one-fifth of the female market group, however, see this as more attainable in the military. (About 70 percent believe it is equally likely to occur in either the military or civilian sector.) For the most part, then, the five job characteristics noted above as more attainable in the military by relatively substantial proportions in the three market groups, are moderately likely to be seen by them as highly important in choosing a job.

## 2. Characteristics More Likely in Civilian Sector

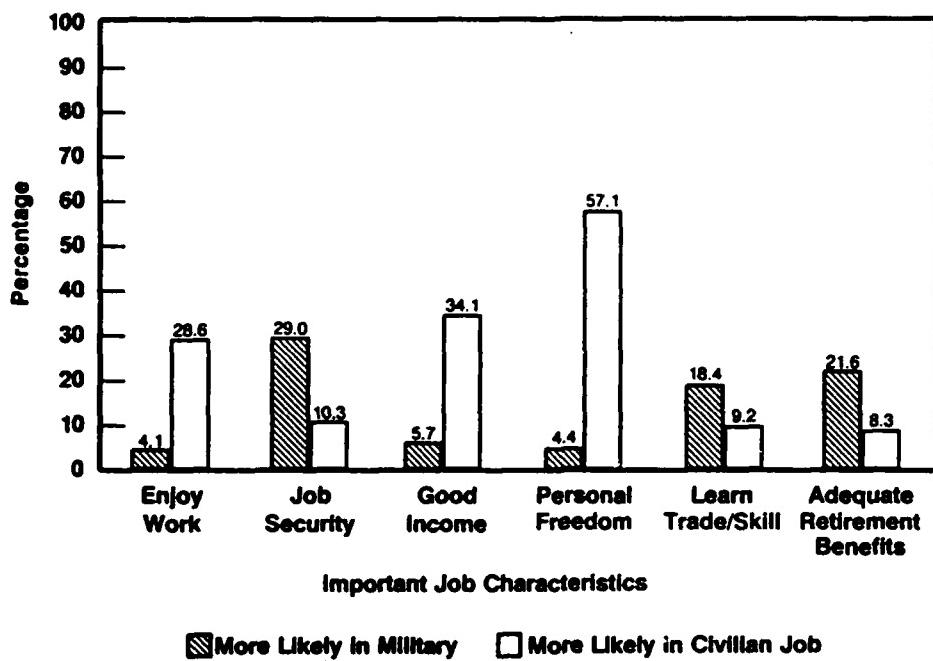
There are five job characteristics which at least one-fourth of young males rate as more likely to be found in a civilian job (while many fewer see them as more likely in the military):

- Stay in area (61 percent)
- Personal freedom (57 percent)
- Good income (34 percent)
- Enjoy your work (29 percent)
- Parents' approval (27 percent).

The ratings by young males concerning the likelihood of occurrence in the military or civilian job sector of the six most important job characteristics (as described in the previous section) are depicted in Figure 5.1.

Older males concurred with young males, generally in about the same proportions (though the older male market group is more likely to say that "good income" is more likely in a civilian job). Females also concurred on four out of the five job characteristics. Only about one-fifth of females, proportionately fewer than either male market group, report "good income" as more likely in the civilian sector.

**Figure 5.1 Young Males' Perceptions of Six Most Important Job Characteristics**



Two job characteristics thought to be more attainable in civilian jobs are least likely to be rated highly important in choosing a job. These characteristics are "stay in area" and "parents' approval." The remaining three--"personal freedom," "good income" and "enjoy your work"--are rated as highly important by very large proportions in the three market groups.

Substantial majorities in each market group say the remaining five job characteristics are about equally likely to be found in either the military or civilian sector. These characteristics include "learn a valuable trade or skill," "adequate retirement benefits," "promotion opportunities," "have a lot in common with co-workers," and "high status and prestige."

Comparison of the 1985 and 1984 data reveals few systematic differences. Job characteristics which are seen as more likely to occur in the military in 1985 were similarly perceived in 1984; similar 1984-1985 ratings also appear for characteristics judged more likely to occur in a civilian job. Overall, results which are statistically significant in 1985 were significant in 1984. However, there are two 1984-1985 differences evident among two of the top six rated job characteristics that are worthy of note. In 1985 all three market

groups were more likely than in 1984 to see the military (rather than the civilian sector) as the source of "adequate retirement benefits" and as a place to "learn a valuable trade or skill." Both items show increases over 1984 figures in the respondents who perceive them as occurring in the military and decreases in the respondents who perceive them as occurring in civilian jobs.

### C. Military Service and Other Plans

We now examine the likelihood that young adults will choose specific military and civilian alternatives. Such information is useful in understanding factors that influence potential enlistees.

#### 1. Alternative Activities

Young adults, even those who say they definitely or probably will enlist, decide to join the military within the context of alternative plans. Information about the availability and desirability of alternatives such as continued schooling or civilian jobs can enhance our understanding of the propensity of the military's target markets to enlist for military service.

Table 5.3 shows the relationship between general intention to join the military and the likelihood of alternative plans for the three market groups. The general intention measure (Q503) is a single item in the set of alternative plans presented to respondents. The percentages of the three market groups who responded that they "definitely" or "probably" would join the military when asked the general intention question are:

- 23.5 percent of young males
- 6.3 percent of older males
- 8.8 percent of females.

Although these figures are lower than those for Composite Active Propensity, they show the same relative levels among market groups.

Looking at the data for all young males (in the total column of Table 5.3), we see that their likelihood of working at several types of civilian jobs is similar to or higher than their general intention to join the military. While 24 percent express the general intention to join the military in the next few years, 29 percent say that they definitely or probably will be working as laborers, 31 percent will be working at desks, and 27 percent will be working as salesmen. Many more young males say they are likely to continue their schooling than say they are likely to enlist, however. Seventy-three percent state that they definitely or probably will be going to college and 49 percent that they will be in vocational or technical school compared to the 24 percent expecting to join the military.

Table 5.3. General Intention to Join the Military by Alternative Plans

Likelihood of Alternative Plans <sup>a</sup>	General Intention to Join the Military			Total
	Positive	Negative		
<u>Young Males</u>				
Working as a laborer in construction	39.2*	26.2	29.2	(0.8)
Working at a desk in a business office	30.9	31.8	31.5	(0.8)
Working as a salesman	21.5*	28.2	26.6	(0.8)
Going to college	70.8	74.3	73.5	(0.8)
Going to vocational or technical school	60.6*	46.1	49.5	(0.9)
<u>Older Males</u>				
Working as a laborer in construction	40.6*	27.1	28.0	(1.6)
Working at a desk in a business office	28.0	28.5	28.5	(1.5)
Working as a salesman	26.6	23.1	23.3	(1.4)
Going to college	50.2	45.4	45.7	(1.7)
Going to vocational or technical school	63.3*	49.3	50.1	(1.7)
<u>Females</u>				
Working as a waitress in a restaurant	26.4	20.7	21.2	(0.8)
Working at a desk in a business office	60.4	55.4	55.8	(1.1)
Working as a saleswoman	38.6	40.4	40.2	(1.0)
Going to college	84.7	80.5	80.9	(0.8)
Going to vocational or technical school	54.9*	39.7	41.0	(1.1)
Being a full-time homemaker	31.5	25.1	25.7	(0.9)

Note: Tabled values are percentages with standard errors in parentheses.  
 Estimates are based on interviews with 5,470 young males (1,334 with positive general intention and 4,136 with negative general intention), 1,180 older males (76 with positive general intention and 1,104 with negative general intention), and 3,300 females (288 with positive general intention and 3,012 with negative general intention).

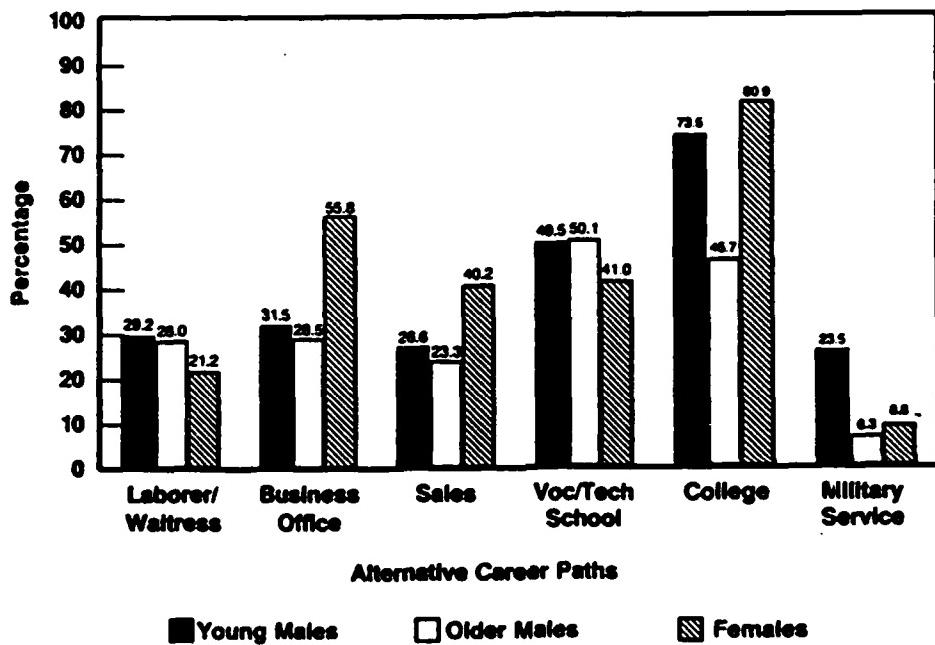
<sup>a</sup>Percentages of respondents who said "definitely" or "probably" to the item.

\*Individuals with positive general intention were significantly different at the 95 percent confidence level from individuals with negative general intention.

Source: Questions 501-504, 514, 515, 516.

For older males and females, the likelihood of each of these alternatives is substantially higher than their general intention to enlist for military service. Older males are most likely to say they will be in vocational/technical school or college in the next few years. Females are most likely to say they will be in college or working at a desk. The percentages of each of the three market groups stating that they are likely to be engaged in these various activities in the next several years are depicted in Figure 5.2.

**Figure 5.2 Alternative Plans for the Next Few Years**



Note: A bar represents respondents who said they "definitely" or "probably" would follow that plan in the next few years.

Table 5.3 indicates that military service is not an exclusive plan for the next few years, even among those who say they "definitely" or "probably" will join the military (those with positive general intention). Young males and older males with positive general intention are also quite likely to expect to be going to college (71 percent and 50 percent, respectively) or to vocational/technical school (61 percent and 63 percent, respectively). About 85 percent of females with positive general intention say they plan to go to college, while 60 percent plan to be working at a desk, and 55 percent plan to go to vocational/technical school. (Continuing schooling is also a highly likely alternative among respondents with negative general intention.)

Young males with positive general intention to join the military are also significantly more likely than those with negative general intention to say they are likely to be going to vocational or technical school (61 percent vs. 46 percent) or working as laborers in construction (39 percent vs. 26 percent). Those with positive intention are less likely to say that they will be working as salesmen (21 percent) than those with negative intention (28 percent). Older males with positive general intention are significantly more likely than their negative intention counterparts to expect to be working as laborers in construction (41 percent vs. 27 percent) and to be going to vocational or technical school (63 percent vs. 49 percent). Females with positive general intention are more likely than their negative intention counterparts to be planning to go to vocational or technical school (55 percent vs. 40 percent).

These data suggest that respondents may simply have not decided what to do in the next few years, or they may be planning to take alternatives sequentially--e.g., military service followed by schooling. In any case, the overlap in alternatives being considered suggests caution in interpreting propensity measures.

Comparison of 1983, 1984, and 1985 figures regarding likelihood of various alternative careers reveals only small, scattered differences. No systematic or meaningful variation is evident.

## 2. Most Likely Plans

Intentions for behavior in the near future are a more reliable indication of behavior than intentions for longer and more remote periods. Respondents were asked what they would most likely be doing "in October 1986--that is, a year from this fall," one year after the 1985 interview.\* Table 5.4 shows the results.

The most likely plans of young adults are consistent with the results shown in Table 5.3. Young males, as a group, say they are most likely to be in school full-time (45 percent) or working full-time (33 percent) in the fall of 1986 or after high school graduation. Females' most likely plans are similar; 51 percent plan to be in school full-time while 25 percent plan to be working full-time. Eighty percent of older males plan to be working full-time

\* Respondents who might still be in high school at that time (i.e., those who had completed 11 or fewer years of education and who were less than 19 years old) were asked about their most likely plans "after you finish high school."

**Table 5.4. Most Likely Plan for Next Year (or After High School) by General Intention to Serve in the Military**

Most Likely Plan	Young Males			Older Males			Females		
	Positive		Total	Positive		Negative	Total	Positive	
	Positive (n=1,335)	Negative (n=4,143)	(n=5,478)	(n=76)	(n=1,104)	(n=1,180)	(n=288)	Negative (n=3,013)	Total (n=3,301)
Going to school full-time	32.0	49.5	45.4 (0.9)	10.5	6.2	6.5 (0.8)	39.4	51.5	50.5 (1.1)
Going to school part-time	9.2	8.2	8.4 (0.5)	14.9	6.1	6.7 (0.8)	9.4	11.3	11.2 (0.6)
Working full-time	26.9	35.1	33.2 (0.8)	68.8	80.3	79.6 (1.3)	25.2	25.4	25.4 (0.9)
Working part-time	3.5	2.8	2.9 (0.3)	3.0	2.8	2.8 (0.6)	4.0	4.1	4.0 (0.4)
Serving in the military	24.3	0.4	6.0 (0.4)	1.6	0.2	0.3 (0.2)	16.0	0.1	1.5 (0.2)
Being a full-time homemaker	0.0	0.1	0.1 (**)	0.0	0.0	0.0 (**)	2.0	5.3	5.0 (0.5)
Other	3.2	2.3	2.5 (0.3)	1.2	2.6	2.5 (0.5)	2.3	1.2	1.3 (0.2)

Note: Tabled values are percentages with standard errors in parentheses. Respondents who had completed 11 years or less of school and were less than 19 years old were asked what they most likely would be doing after high school. All others were asked what they most likely would be doing in the fall a year after the interview, i.e., October 1986.

Source: Questions 503, 517.

while only 7 percent expect to be in school full-time. Among young males, 6 percent say they are most likely to be in the military in the fall of 1986, as do only 1.5 percent of females and less than 1 percent of older males. It is interesting to note the similarity of these proportions giving military service as their most likely plan and the proportions of unaided mentions of joining the military in each market group: 7 percent for young males, 1.6 percent for females, and .5 percent for older males (from Table 4.5.)

Among those with positive general intention, 24 percent of young males plan to be in the military service in the fall of 1986 (or after high school), as do 16 percent of females and 2 percent of older males. Going to school and working full-time, however, are the most likely plans of positive intention respondents in the three market groups. Around one-third of these young males and females plan to be in school full-time, and one-fourth plan to be working full-time. Two-thirds of older males with positive intention to join the military plan to be working full-time in the fall of 1986. Despite the relative closeness of these two time frames (immediate future and next few years), the respondents' choices are fairly disparate. It does appear that young adults planning to enlist in a short time are a more immediate and fruitful source of recruits than those planning to enlist in the next few years.

There are only a few differences between the 1984 and 1985 data for respondents' most likely plan for the near future. Overall, young males are less likely to expect to be working full-time in 1985 (33 percent) than they were in 1984 (36 percent). Females are more likely to expect to be going to school full-time in 1985 (51 percent) than was the case in 1984 (47 percent). Clearly, although they are statistically significant, these differences are small. The only changes relevant to propensity between 1984 and 1985 occur for older males and suggest that positive propensity older males are more likely to expect to be going to school part-time and less likely to anticipate serving in the military in 1985 than in 1984. These differences, however, are merely suggestive because of the small numbers of positive propensity older males in both samples.

### 3. Composite Active Propensity and Reserve Propensity

Military service encompasses both active and Reserve duty. Respondents were asked about their propensity to serve in the active Services and Reserve Components specifically. This section presents data on the relationship between Composite Active Propensity and Reserve Component Propensity and

between propensity to serve in the National Guard and propensity to serve in the Reserves.

In Chapter 4 we presented data showing that 29.8 percent of young males, 8.9 percent of older males, and 11.9 percent of females have positive Composite Active Propensity. At the same time, 20.8 percent of young males, 10.0 percent of older males, and 7.7 percent of females have positive Composite Reserve Propensity. About 9 percentage points fewer young males and 4 percentage points fewer females, then, say they will join the Reserve Component than say they will join the active Services. The relative similarity of percentages saying they will join either military component raises the question of how specific young people's propensity is for military service.

Examination of Table 5.5 indicates that positive propensity is not necessarily specific to the active-duty Services or the Reserve Components. About half of young males and females with positive Composite Active Propensity also have positive Composite Reserve propensity; about three-fourths of those with positive Composite Reserve Propensity in these two market groups also have positive active service propensity. Almost three-fifths of older males with positive Composite Active Propensity also express positive Composite Reserve Propensity, while about half with positive Reserve Propensity also express positive Composite Active Propensity. Substantial proportions of young people with positive propensity, then, have propensity for both active service and service in the Reserve Component.

Of the total sample of young males (Table 5.5), only about one-fifth express positive propensity either for active service only (14 percent) or for the Reserve Component only (5 percent). Less than one-tenth of older males express positive propensity for active service alone (4 percent) or for service in the Reserve Component alone (5 percent). Among females, 6 percent express positive propensity for active service only, and 2 percent for service in the Reserves only.

Table 5.5. Propensity for Serving in Active Services and Reserve Components

Propensity Response/Component	Young Males		Older Males		Females	
	1984	1985	1984	1985	1984	1985
	(n=5058)	(n=5478)	(n=1379)	(n=1180)	(n=1053)	(n=3301)
Positive - Active Only	15.3	14.1	4.5	3.8	6.4	5.9
Positive - Reserve Only	4.9	5.2	3.6	4.8	2.4	1.7
Positive - Both	14.6	15.7	5.8	5.2	6.8	6.0
Negative - Both	65.1	64.9	86.0	86.0	84.3	86.4
Don't Know/Refused	0.2	0.1	0.2	0.2	0.0	0.1
	100.0	100.0	100.0	100.0	100.0	100.0
Active positive respondents expressing positive intentions for the Reserve Component	48.6	52.7	55.9	58.1	51.7	50.5
Reserve positive respondents expressing positive intentions for the active Services	74.8	75.3	61.4	51.8	73.9	78.1

Note: Tabled values are percentages. They may not sum to 100.0 due to rounding.

Source: Questions 505, 507, 510-513.

Table 5.6 presents data on the relationship between propensity for service in the Reserves or in the National Guard. Again, we see that positive propensity is not necessarily specific to one component or another. About two-fifths of young males and females and three-fifths of older males who express positive propensity for the Reserves also express positive propensity for the National Guard. Conversely, about three-fifths of young males and about two-thirds of older males and females who express positive propensity for the Guard also are positive toward the Reserves.

These results suggest that, for many young adults, positive propensity toward any specific service component reflects a generally positive orientation toward military service. The fact that those with negative propensity for one service component also tend to be negative toward others supports this

observation. It may be that these young adults are not sure in which component of the military they would be most likely to enlist. It may also be that respondents are considering serial participation in the different components, i.e., active military and then Reserve Service (or the reverse).

Table 5.6. Propensity for Serving in Guard and Reserves

Propensity Response/ Component	Young Males		Older Males		Females	
	1984 (n=5058)	1985 (n=5478)	1984 (n=1379)	1985 (n=1180)	1984 (n=1153)	1985 (n=3301)
Positive - Reserve Only	8.6	9.2	2.5	2.9	5.0	3.9
Positive - Guard Only	4.1	4.5	2.5	2.3	1.2	1.2
Positive - Both	6.7	7.0	4.3	4.8	3.1	2.6
Negative - Both	80.4	78.8	90.4	89.6	90.7	92.3
Don't Know/Refused	0.2	0.3	0.3	0.4	0.0	0.1
	100.0	100.0	100.0	100.0	100.0	100.0
Reserve positive respondents expressing interest in the Guard	43.7	43.3	63.8	62.1	38.4	39.8
Guard positive respondents expressing interest in the Reserve	62.0	60.8	62.8	67.6	71.6	68.0

Note: Tabled values are percentages. They may not sum to 100.0 due to rounding.

Source: Questions 505, 507, 510-513.

Inspection of the overlap of propensity for the active and Reserve components in the 1983 through 1985 data shows a number of scattered differences, none of which is systematic enough to be considered a trend. In addition, most of the differences occur between 1983 and 1984 and appear to parallel the drop in positive Composite Active Propensity in 1984.

#### D. Previous Consideration of Military Service

Potential recruits in all three markets agree on the relative importance of job characteristics. Substantial proportions say that many desirable job characteristics are attainable in military jobs. At the same time, many are

considering several alternatives for the future. Even those expressing positive propensity for military service are as likely or more likely to say they will continue school or work at a civilian job in the near future as they are to say they will serve in the military. Measuring how seriously respondents consider military service before the interview may aid understanding of these results. This information is presented in Table 5.7.

Table 5.7. Previous Consideration of Military Service

Market/Item Response	Positive Propensity	Negative Propensity	Total	
<u>Young Males</u>				
Yes	89.2 (1.0)	56.8 (1.0)	66.4	(0.8)
Very seriously	35.4 (1.4)	10.2 (0.6)	17.7	(0.7)
Somewhat seriously	32.9 (1.5)	17.5 (0.8)	22.1	(0.7)
Slightly seriously	16.9 (1.2)	19.0 (0.8)	18.4	(0.7)
Not seriously	3.8 (0.6)	10.2 (0.6)	8.3	(0.5)
No	10.8 (1.0)	43.2 (1.0)	33.6	(0.8)
<u>Older Males</u>				
Yes	80.3 (4.3)	57.8 (1.7)	59.8	(1.6)
Very seriously	31.0 (5.0)	19.0 (1.4)	20.1	(1.3)
Somewhat seriously	27.0 (4.8)	13.3 (1.2)	14.5	(1.2)
Slightly seriously	18.6 (4.0)	18.3 (1.4)	18.3	(1.3)
Not seriously	3.7 (2.3)	7.0 (0.9)	6.8	(0.8)
No	19.7 (4.3)	42.2 (1.7)	40.2	(1.6)
<u>Females</u>				
Yes	83.7 (2.2)	36.4 (1.1)	42.0	(1.1)
Very seriously	32.8 (2.7)	5.4 (0.5)	8.7	(0.6)
Somewhat seriously	30.9 (2.6)	8.5 (0.6)	11.2	(0.6)
Slightly seriously	15.4 (2.1)	14.1 (0.8)	14.3	(0.7)
Not seriously	4.5 (1.2)	8.3 (0.6)	7.9	(0.5)
No	16.3 (2.2)	63.6 (1.1)	58.0	(1.1)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,478 young males, 1,178 older males and 3,299 females.

Source: Questions 510-513, 523, 524.

Two-thirds of the young males say they had thought about joining the military before the interview, as did about three-fifths of the older males and two-fifths of the females. When asked how seriously they had considered joining the military, 38 percent of young males said very or somewhat seriously compared with 35 percent of older males and 20 percent of females. Looked at another way, these figures indicate that the majority of young adults eligible for this study had considered military service only cursorily, if at all. Altogether, 62 percent of young males, 65 percent of older males, and 80 percent of females report considering military service slightly, not seriously, or not at all before the interview.

Among those with positive propensity, however, about two-thirds of young males and females, and half of older males report having given very or somewhat serious previous consideration to joining the military. Among those with negative propensity, 43 percent of young males, 42 percent of older males, and 64 percent of females report no previous consideration of military service. It may be that their negative propensity results less from negative attitudes than from the attractiveness of alternatives combined with their not having given thought to military service.

Comparisons (not tabled) were also made to parallel data for 1984. These data indicate significant increases from 1984 to 1985 in the percentages of young males overall (3 percentage point increase) and of young males (4 percentage point increase) and females (5 percentage point increase) with negative propensity who report that they have given some consideration to military service. These data are encouraging in suggesting that increased numbers of youth may be considering the possibility of military service. Whether the tendency to consider military service in 1984 was depressed over 1983, however, and is just recovering, cannot be ascertained with the available data.

#### E. Normative and Attitudinal Influences on Propensity to Serve

Beliefs about what others think one should do (norms) and one's own likes and dislikes (attitudes) are important influences on propensity to join the military (and, ultimately, on the enlistment decision). Table 5.8 presents data on how those who matter most to the respondents feel about their serving in the active military and on the respondents' own feelings about serving in the active military.

Table 5.8. Influences on Serving in the Active Military

Market/Item Response	Positive Propensity	Negative Propensity	Total
<b>Young Males</b>			
Feelings of Those Who Matter Most			
Favorable	67.2	31.0	41.8 (0.8)
Neither favorable nor unfavorable	15.8	35.1	29.4 (0.8)
Unfavorable	16.9	33.8	28.8 (0.8)
Personal Feelings			
Favorable	79.5	24.7	41.0 (0.9)
Neither favorable nor unfavorable	12.1	24.6	20.9 (0.7)
Unfavorable	8.4	50.7	38.1 (0.9)
Advice to Friend About Seeing Recruiter			
Waste of time	1.7	6.9	5.4 (0.4)
Up to him/her	42.1	68.7	60.8 (0.8)
A good idea	56.2	24.4	33.9 (0.8)
<b>Older Males</b>			
Feelings of Those Who Matter Most			
Favorable	56.1	26.7	29.4 (1.5)
Neither favorable nor unfavorable	15.4	34.3	32.6 (1.7)
Unfavorable	28.5	39.0	38.0 (1.7)
Personal Feelings			
Favorable	67.0	23.7	27.6 (1.5)
Neither favorable nor unfavorable	8.4	21.9	20.7 (1.4)
Unfavorable	24.6	54.4	51.7 (1.7)
Advice to Friend About Seeing Recruiter			
Waste of time	3.1	6.6	6.2 (0.8)
Up to him/her	40.1	64.8	62.5 (1.7)
A good idea	56.9	28.7	31.2 (1.6)
<b>Females</b>			
Feelings of Those Who Matter Most			
Favorable	62.6	23.8	28.4 (0.9)
Neither favorable nor unfavorable	16.5	39.5	36.8 (1.1)
Unfavorable	20.9	36.6	34.8 (1.0)
Personal Feelings			
Favorable	81.3	17.3	24.9 (0.9)
Neither favorable nor unfavorable	9.5	23.1	21.5 (0.9)
Unfavorable	9.2	59.7	53.7 (1.1)
Advice to Friend About Seeing Recruiter			
Waste of time	0.8	6.3	5.6 (0.5)
Up to him/her	33.5	68.6	64.4 (1.0)
A good idea	65.6	25.1	29.9 (1.0)

Note: Tabled values are percentages with standard errors in parentheses.  
Estimates are based on interviews with 5,414 young males (1,651 with positive propensity and 3,763 with negative propensity), 1,155 older males (108 with positive propensity and 1,047 with negative propensity), and 3,253 females (387 with positive propensity and 2,866 with negative propensity).

Source: Questions 510-513, 690, 691, 692.

For young males, 42 percent report that those who matter most to them are favorable toward their serving in the active military, while only 29 percent say others are unfavorable. Forty-one percent say their own feelings are favorable, though about the same proportion (38 percent) report unfavorable personal feelings toward military service.

Older males and females are more negative. Between 28 and 30 percent in each group report that those who matter are favorable toward their military service, while 35 to 38 percent report that others are unfavorable. About 25 to 28 percent of these markets say their own feelings about serving in the active military are favorable, while 52 to 54 percent report unfavorable personal feelings.

As expected, propensity is related to both the normative support of others and attitudinal predispositions. In all three markets, a majority of those with positive propensity report that those who matter the most favor their military service; negative propensity respondents are about half as likely to report this. Four-fifths of positive propensity young males and females report positive personal attitudes toward active military service, as do two-thirds of positive propensity older males. Only one-fifth to one-fourth of negative propensity respondents in each market report such positive attitudes.

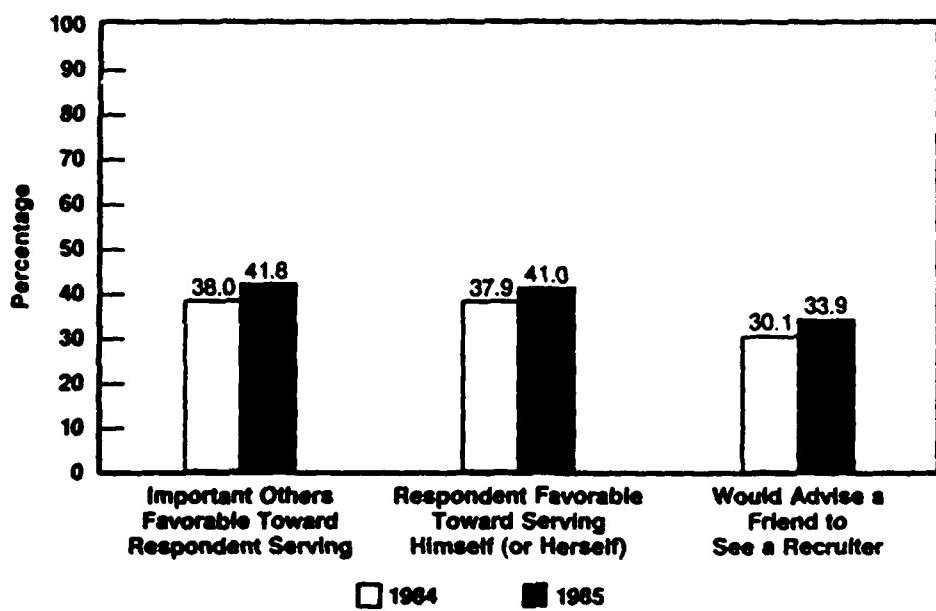
As a possible indicator of peer influences, respondents were also asked what advice they would give a good friend who was considering seeing a military recruiter. Very few in any market say they would try to discourage their friend, regardless of propensity level. Most are noncommittal, leaving the decision to see a recruiter up to the friend. A third of all young males and 30 percent of older males and females say they would encourage their friend. Among those with positive propensity, 56 to 66 percent say they would encourage their friend to see a recruiter, indicating strong positive peer influence.

Comparison of 1984 and 1985 data concerning the attitudes of influential others and the respondents' own attitudes about serving in the active military indicate that 1985 attitudes are more favorable than they were in 1984, at least for young males. Ratings of feelings of those who matter most are more favorable in 1985 than in 1984. Personal feelings in 1985 are also more frequently reported as favorable and less frequently as neutral than in 1984. In addition, respondents in 1985 are more likely than in 1984 to say that they would tell a friend that seeing a military recruiter is a good idea, and less

likely to say that doing so is a waste of time. In general, these differences are evident for both positive and negative propensity young males, as well as for the totals. The 1984-1985 differences range from 2.3 to 7.1 percentage points and are shown in Figure 5.3. It is encouraging that norms and attitudes show small but significant positive increases between 1984 and 1985, although they are not accompanied by an increase in propensity.

For both females and older males, 1984-1985 comparisons of norms, attitudes, and advice to recruiters do not show the increases observed for young males. Nor are there any other statistically significant changes.

**Figure 5.3 Young Males' Reports of Norms and Attitudes Toward Serving and Seeing a Recruiter, 1984 and 1985**



**F. Summary**

The decision to join the military must be viewed within the context of alternative opportunities, economic conditions, personal attitudes, and others' opinions. Perceptions of the availability of important characteristics in

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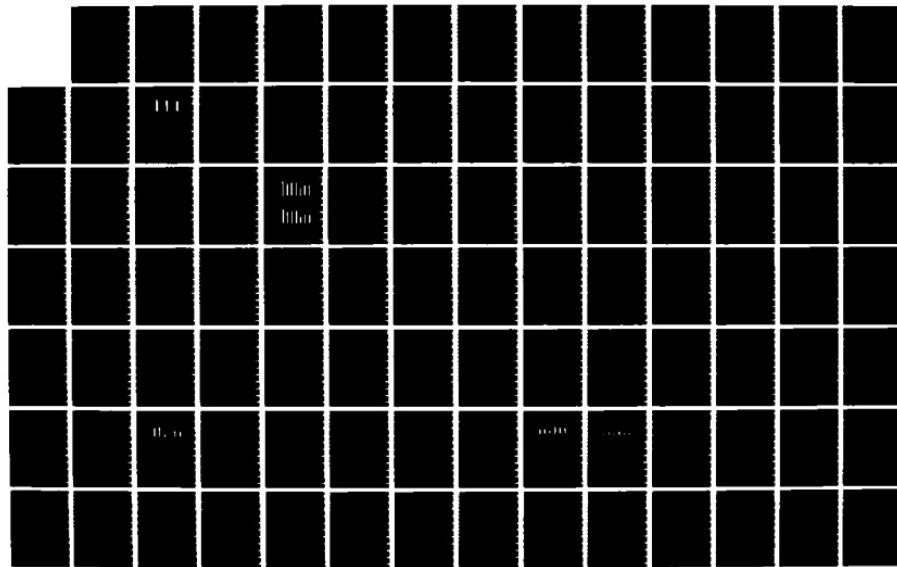
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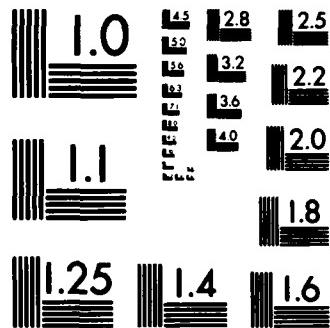
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military jobs, the existence and likelihood of alternative plans, and norms and attitudes toward serving in the military are all related to propensity to enlist. Highlights of these results are presented below.

1. Levels of Importance Assigned to Different Job Characteristics

- For all market groups, 75 percent or more think enjoying the work, job security, good income, personal freedom, learning a valuable skill or trade, and adequate retirement benefits are very important or extremely important features of a job.
- Equal pay and opportunity is rated highly important by 87 percent of females, 62 percent of young males, and 63 percent of older males.
- Positive propensity young males are more likely than those with negative propensity to assign importance to three of the eight most desired job characteristics: learn a valuable trade or skill, promotion opportunities, and get money for education.

2. Perceptions of Occurrence of Job Characteristics in the Military

- Approximately 25 percent or more in each of the two male market groups rate five characteristics as more likely to occur in the military than in a civilian job: do something for the country, training for leadership, get money for education, job security, and equal pay and opportunities for women. Of these, job security is the only characteristic previously rated as highly important by at least 75 percent of each group.
- Approximately 25 percent or more of females rate four job characteristics as more likely to occur in the military: do something for the country, training for leadership, get money for education, and job security. Again, job security is the only characteristic rated highly important by at least 75 percent of the group.
- Approximately 25 percent or more in each male market group rate five characteristics as more likely to occur in a civilian job than in the military: stay in area, personal freedom, good income, enjoy your work, and parents' approval. Of these, personal freedom, good income, and enjoy your work are characteristics previously rated as highly important. Females concurred on four of the five characteristics. Most females

perceive good income as equally attainable in military and civilian jobs.

- Males in 1985 are more likely than in 1984 to say adequate retirement benefits and learning a valuable trade or skill are more likely to occur in the military than in a civilian job.

3. Military Service and Alternative Activities

- College, vocational or technical school, and (for females) working at a desk in a business office are cited by substantial proportions of young people as probable plans for the next few years.
- Of those with positive general intentions to join the military, half to more than four-fifths of each group also report intending to go to college or to vocational or technical school.
- Three-fourths or more of each group say it is most likely they will be attending school full time or working full time one year after the interview (or after high school).
- Only 6 percent of young males, 0.3 percent of older males, and 1.5 percent of females think they will most likely be serving in the military in October 1986 (or after high school).
- About half of those with positive active propensity also have positive propensity for the Reserve Component; at least 93 percent of those with negative active propensity also report negative Reserve propensity.

4. Previous Consideration of Military Service

- When asked if they had considered joining the military before being interviewed, 42 percent of young males, 47 percent of older males, and 66 percent of females replied not at all or not seriously.
- At least 49 percent of all respondents with negative propensity have never seriously considered the possibility of military service.
- Among those with positive propensity, 15 percent of the young males, 23 percent of the older males, and 21 percent of the females had never thought about joining the military before being interviewed.

- There is some indication that young people in 1985 are more likely than they had been in 1984 to have considered military service.
5. Norms and Attitudes about Military Service
- For young males, the opinions of significant others are more favorable than unfavorable about military service; for older males and females, those who matter most are somewhat more likely to be unfavorable.
  - Positive personal feelings (attitudes) toward military service are reported by 41 percent of young males, 28 percent of older males, and 25 percent of the females.
  - Beliefs about feelings of significant others (norms) and personal feelings (attitudes) toward military service are strongly related to propensity. Those with positive propensity are much more likely to indicate supportive norms and positive attitudes than those with negative propensity.
  - Only about half the males and three-fifths of the females with negative propensity express personal dislike for military service.
  - If asked for advice, from 30 to 34 percent of young people would encourage a friend to see a recruiter, although most would leave the decision up to the friend.
  - In 1985, young males' attitudes, perceived norms, and views about having a friend talk to a recruiter were significantly more favorable toward the military than in 1984.

## 6. ENLISTMENT INCENTIVES

Young people considering a career or seeking employment have a number of available options, including military service, with each option having both positive and negative aspects. The enlistment decision is likely to be affected by knowledge about pay, time required for training and drills, cash bonuses and educational benefits. Consequently, military recruiting and advertising are primarily concerned with increasing young people's knowledge about the benefits of military service and with creating a favorable attitude toward the military.

This chapter examines knowledge of enlistment incentives and how this knowledge relates to propensity to serve. Because the active Services and Reserve components differ both in their basic requirements and benefits, we discuss them separately.

### A. Active Services

In this section, we examine the knowledge level for each of the three market segments--young males, older males, and females--about monthly starting pay, cash enlistment bonuses, and post military educational benefits. These three issues are addressed in light of either propensity to serve, as defined in Chapter 4, or the general intention measure.

#### 1. General Intentions and Knowledge of Monthly Starting Pay

Table 6.1 presents the relationship between the accuracy of respondents' knowledge of monthly starting pay and general intentions to enlist. The general intention question (Q503) asked each individual, with regard to the next few years,

How likely is it that you will be serving in the military? Would you say...

definitely,  
probably,  
probably not, or  
definitely not?

It is used in place of Composite Active Propensity in Tables 6.1 and 6.2 to provide consistency with the presentation in the 1984 report and because of its close similarity to Q554, which is used in Table 6.2.

Table 6.1. General Intention and Knowledge of Monthly Starting Pay

Market/Measures of Knowledge of Starting Pay	Initial Question	Probe	Positive <sup>a</sup> General Intention	Negative <sup>a</sup> General Intention
<b>Young Males</b>				
Underestimate <sup>b</sup>	25.5 (0.7)	23.0 (1.3)	26.0	25.4
Close estimate	23.5 (0.7)	14.4 (1.2)	25.8	22.8
Overestimate	24.1 (0.8)	24.1 (1.4)	21.0	25.0
Don't know	26.9 (0.8)	38.5 (1.6)	27.2	26.8
Median	\$500	\$500	\$500	\$500
<b>Older Males</b>				
Underestimate	21.4 (1.4)	11.9 (2.5)	23.7	21.3
Close estimate	19.8 (1.3)	17.0 (2.9)	20.6	19.8
Overestimate	37.6 (1.7)	30.6 (3.4)	26.0	38.4
Don't know	21.2 (1.4)	40.4 (3.7)	29.7	20.6
Median	\$600	\$650	\$600	\$600
<b>Females</b>				
Underestimate	20.9 (0.9)	18.2 (1.3)	26.6	20.4
Close estimate	18.6 (0.8)	14.8 (1.2)	21.8	18.3
Overestimate	22.8 (0.9)	21.8 (1.3)	17.3	23.3
Don't know	37.6 (1.0)	45.2 (1.6)	34.2	38.0
Median	\$500	\$500	\$500	\$500

Note: With the exception of the median dollar entries, all tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,472 young males (1,332 with positive general intention and 4,140 with negative general intention); 1,178 interviews with older males (76 with positive general intention and 1,102 with negative general intention); and 3,293 interviews with females (287 with positive general intention and 3,006 with negative general intention).

<sup>a</sup>Tabulation of General Intention (Q503) and the Initial Question (Q551).

<sup>b</sup>An "overestimate" is \$675 or more. An "underestimate" is \$475 or less. A "close estimate" is a figure between \$476 and \$674. Monthly starting pay at the time of the 1985 survey was \$573.60.

Source: Questions 503, 551, 552.

Respondents were first asked to indicate the starting monthly pay for an enlisted person in the military. Those who did not know were asked to give their best guess. Table 6.1 presents responses to the initial question and to the probe as a function of how closely respondents estimated the correct pay. At the time of the 1985 survey, monthly starting pay was \$573.60. A response was categorized as an underestimate if it was \$100\* or more below \$575; a close estimate if it was less than \$100 above or below \$575, and; an overestimate if it was \$100 or more above \$575.

On the whole, the level of knowledge among each of the market groups regarding monthly starting pay appeared to be low. In response to the initial request for estimates, only 24 percent of young males, 20 percent of older males, and 19 percent of females provided a close estimate. Further 27 percent of the young males, 21 percent of the older males, and 38 percent of the females said that they did not know. Approximately 26 percent of the young males underestimated and another 24 percent overestimated starting salary. Results for females were somewhat similar, with approximately equal percentages underestimating and overestimating (18 percent and 22 percent, respectively). Older males had a greater tendency to overestimate (38 percent) than underestimate (21 percent) starting pay.

When respondents who had answered "don't know" to the initial question were probed for their best guesses, large percentages (39 percent of young males, 40 percent of older males, and 45 percent of females) were still unable to provide an estimate. Of those responding to the probe, between 14 percent and 17 percent of each market segment provided a close estimate. Older males again showed a tendency to overestimate (31 percent overestimated and 12 percent underestimated), while younger males and females again split inaccurate responses fairly evenly between overestimations and underestimations.

Over the last three years in which this question has been asked, some minor trends are evident. All three market groups have shown an increasing tendency to overestimate starting monthly pay. Females showed the smallest amount of increase and young males a moderate amount. Older males were most likely to overestimate pay in each of the three years and showed the largest annual increment between 1984 and 1985 (almost 11 percentage points). This

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\* The \$100 range is arbitrary and was chosen for consistency with the reports of prior years.

tendency is not surprising in light of commonly expected cost-of-living increases. The fact that older males showed the strongest tendency may simply reflect their greater experience in the work force.

While the 1985 figures overall did not indicate a high degree of knowledge about starting pay, the actual median estimates were fairly "close" and, in fact, identical to young males' and females' 1983 and 1984 estimates of \$500, an amount which fell within \$100 of the actual figure. In 1984, however, the median initial estimate for older males was \$575 (the correct amount); in 1985, the median estimate on the initial question by older males was back to what it had been in 1983--an overestimate, \$600. Still, this figure is also well within \$100 of the actual amount.

Knowledge of starting pay did not appear to be related to general intention to serve in the military. Further, the median estimates of each of the intention groups were the same--all within \$100 of the actual amount.

## 2. Effect of Starting Pay Information on Probability of Serving

After being asked for their estimates of starting monthly pay, respondents were told that the actual amount was approximately \$575. They were then asked again how likely it was that they would be serving in the military in the next few years. If monetary incentive is an important facet of the decision of whether or not to enlist in the military, learning what the actual pay is may change the respondent's attitude. Those who originally underestimated starting pay, for instance, may become more positive upon learning of the correct amount, while those who overestimated starting salary may become less positive.

Table 6.2 presents the differences in general intention to serve in the military before being informed of the correct starting pay and after being informed. Results are presented as a function of the respondents' initial estimate of starting pay for each of the three market segments.

Regardless of the accuracy of the respondent's initial estimate, between two-thirds and three-quarters of each market segment did not change when informed of the correct starting pay. Among those who did change, results were generally not consistent with expectations. Those who were initially positive tended to report a lower likelihood of serving after being informed of actual starting pay, regardless of their initial pay estimates. Those who were initially negative tended to report a higher likelihood of serving after

Table 6.2. Effect of Being Informed of Actual Starting Pay on General Intention to Serve in the Military

Market/Effect of Being Informed of Starting Pay	Knowledge of Starting Pay <sup>a</sup>					Total	
	Under-Estimated (-\$100)	Closely Estimated ( $\pm \$100$ )	Over-Estimated (+\$100)	Don't Know (No Estimate)			
<u>Young Males</u>							
Initially Positive <sup>b,c</sup>							
Became more likely	2.3	2.3	1.3	1.4	1.8		
Did not change	16.3	18.6	13.1	16.6	16.2		
Became less likely	5.3	5.0	6.1	5.7	5.5		
Initially Negative <sup>b</sup>							
Became more likely	21.0	16.6	14.2	18.8	17.7		
Did not change	50.6	52.9	57.9	51.7	53.2		
Became less likely	4.5	4.7	7.4	5.7	5.6		
	100.0	100.0	100.0	100.0	100.0		
<u>Older Males</u>							
Initially Positive <sup>b</sup>							
Became more likely	0.0	0.0	0.0	0.4	0.1		
Did not change	4.0	3.5	2.1	3.5	3.1		
Became less likely	3.0	3.1	2.3	5.0	3.2		
Initially Negative <sup>b</sup>							
Became more likely	14.4	17.8	8.7	16.6	13.4		
Did not change	69.5	66.9	72.8	65.8	69.5		
Became less likely	9.1	8.7	14.0	8.7	10.8		
	100.0	100.0	100.0	100.0	100.0		
<u>Females</u>							
Initially Positive <sup>b</sup>							
Became more likely	0.8	0.7	0.6	0.8	0.7		
Did not change	8.6	6.9	3.4	5.2	5.8		
Became less likely	2.0	2.8	2.8	2.1	2.3		
Initially Negative <sup>b</sup>							
Became more likely	25.6	20.5	15.1	23.1	21.3		
Did not change	60.5	65.0	72.5	64.7	65.6		
Became less likely	2.7	4.2	5.6	4.2	4.2		
	100.0	100.0	100.0	100.0	100.0		

Note: Tabled values are percentages. Estimates are based on interviews with 5,472 young males, 1,178 older males, and 3,293 females.

<sup>a</sup>"Close estimate" refers to an estimate within \$100 above or below the actual amount of starting pay; "Underestimate" refers to an estimate more than \$100 below the actual amount, while "Overestimate" refers to an estimate more than \$100 above the actual amount. Monthly starting pay at the time of the 1985 survey was \$573.60, or approximately \$575.

<sup>b</sup>Refers to responses to Q503, the general intention to serve in the military.

<sup>c</sup>Instructions for reading table: First figure (first row and column), of the young males who originally underestimated starting pay, 2.3 percent were initially positive (answered probably or definitely), but reported that they were more likely to join after being informed of the correct amount. Continuing down this column, 16.3 percent of this group did not change and 5.3 percent reported that they were less likely (answered probably not or definitely not). Reading the "Total" column: Of all young males, 1.8 were initially positive and reported that they were more likely to join after being informed of the correct monthly starting pay, 16.2 did not change and 5.5 reported that they were less likely.

Source: Questions 503, 551, 554. Note: Only the unprobed response to knowledge of starting pay was used (Q551). The probed responses (Q552) were not included.

being informed of actual starting pay. (Older males who overestimated pay were exceptions in that most who changed reported a lower likelihood of serving.)

### 3. Propensity and Knowledge of Enlistment Bonuses

All services pay an enlistment bonus for enlisting for selected military skills. In Fiscal Year 1985, the Army paid a maximum bonus of \$8,000, the Navy and Marine Corps \$5,000, and the Air Force \$3,000. In Table 6.3, respondents' knowledge about cash enlistment bonuses is presented as a function of propensity.

As was the case in 1983 and 1984, relatively few respondents in 1985 knew about cash enlistment bonuses. Older males were most likely (35 percent) to know about cash enlistment bonuses in 1985, compared with 27 percent of young males and only 18 percent of females. The young males, in fact, have shown decrements of about 3 percentage points a year since 1983, while the other two market segments remained about the same.

For young males, a significantly larger percentage in 1984 than in 1983 asserted that the Services do not pay a bonus for enlisting (61 versus 56 percent). The only significant difference in knowledge among young males between 1984 and 1985, however, was an increase in the percentage indicating uncertainty about whether any Service pays an enlistment bonus; "don't knows" increased 4 percentage points over this time period. Females also showed this increment in uncertainty between 1984 and 1985 (by about 6 percentage points). One possible explanation is that with an improving economy the military may become a less important alternative for young people. Consequently they paid less attention to promotional materials including direct mail information that describes bonus opportunities. Thus, for those two groups, the differences in knowledge between 1984 and 1985, at least, were a function of lack of information rather than one of misinformation. In fact, neither of these market segments showed significant changes in actual level of knowledge--only in uncertainty. On the other hand, a marginally significant lower percentage of older males in 1985 did not know that the Services pay a bonus--55 percent, down from 61 percent in 1984. The 1985 figure was virtually identical to the 1983 figure.

Older males gave the highest median estimates of the maximum bonus available: \$1,800 versus a \$1,000 estimate from young males and a \$500 estimate from females. In addition, older males had the highest percentages asserting

Table 6.3. Knowledge About Cash Enlistment Bonus

Market/Item Response	Positive Propensity	Negative Propensity	Total
<u>Young Males</u>			
Yes, Service pays bonus	27.4	27.1	27.2 (1.0)
Median estimate of maximum bonus	\$1,500	\$1,000	\$1,000
Services said to pay bonus <sup>a</sup>			
Army	16.9	17.9	17.6 (0.8)
Navy	9.5	9.2	9.3 (0.6)
Marine Corps	11.4	10.1	10.5 (0.7)
Air Force	11.2	9.2	9.8 (0.6)
Don't know	2.5	4.8	4.1 (0.4)
No, Service does not pay bonus	58.9	61.4	60.7 (1.1)
Don't know	13.7	11.5	12.1 (0.7)
<u>Older Males</u>			
Yes, Service pays bonus	39.1	34.8	35.2 (2.1)
Median estimate of maximum bonus	\$1,750	\$1,800	\$1,800
Services said to pay bonus <sup>a</sup>			
Army	27.1	22.0	22.5 (1.9)
Navy	9.0	15.3	14.8 (1.7)
Marine Corps	10.0	15.2	14.8 (1.7)
Air Force	9.2	16.5	15.9 (1.8)
Don't know	6.8	4.9	5.0 (0.9)
No, Service does not pay bonus	47.6	55.8	55.1 (2.2)
Don't know	13.2	9.4	9.7 (1.3)
<u>Females</u>			
Yes, Service pays bonus	20.3	18.1	18.4 (1.1)
Median estimate of maximum bonus	\$1,000	\$ 500	\$ 500
Services said to pay bonus <sup>a</sup>			
Army	9.7	9.8	9.8 (0.8)
Navy	3.8	5.4	5.2 (0.7)
Marine Corps	6.9	5.2	5.4 (0.7)
Air Force	5.6	5.6	5.6 (0.7)
Don't know	3.3	4.3	4.2 (0.6)
No, Service does not pay bonus	59.5	65.9	65.2 (1.3)
Don't know	20.2	16.0	16.4 (1.1)

Note: Tabled values are median estimates of the amount of bonus and percentages with standard errors in parentheses. Estimates are based on interviews with 3,158 young males (948 with positive propensity and 2,210 with negative propensity); 700 older males (62 with positive propensity and 638 with negative propensity); and 1,893 females (209 with positive propensity and 1,684 with negative propensity).

<sup>a</sup>Percentages for individual Services may not total percent "Yes" because respondents were allowed to mention more than one Service.

Source: Questions 510-513, 555, 556, 558.

that each of the Services pays a bonus; females consistently showed the lowest percentages.

In general, propensity to enlist did not appear to be related to level of knowledge about cash enlistment bonuses. Only in the case of median estimate of maximum bonus did some effects appear. More specifically, the positive propensity young male and female groups had higher median estimates of maximum bonus (\$1,500 for young males and \$1,000 for females) than their negative propensity counterparts (\$1,000 for young males, \$500 for females). Older male propensity groups did not differ from each other. In addition, compared to the 1983 and 1984 figures, the median estimate for the positive propensity members of each market group was higher.

#### 4. Propensity and Knowledge of Post-Military Educational Benefits

The Services offer post-military educational benefits to enlistees. In July 1985, a three-year test of New GI Bill benefits was initiated under Congressional mandate. Under the New GI Bill, high school graduate enlistees who relinquish \$1,200 of their first year's pay may receive a basic educational benefit of up to \$10,800. In addition, qualified individuals who enlist in the Army in some hard-to-fill skills can supplement their basic benefit by as much as \$14,400 for a total post-service educational benefit of \$25,200.

Responses to a series of questions on the existence of educational benefits, which Services pay them, and their maximum amounts are shown in Table 6.4. In comparison with the data presented in Table 6.3, it is clear that considerably more respondents in all three market segments knew about the existence of post-military educational benefits than knew about cash enlistment bonuses. While only a third or less of the entire sample knew about cash enlistment bonuses, approximately two-thirds of both groups of males and over half of the females knew about post-military educational benefits. Of the male groups, only 28 to 33 percent asserted that there were no educational benefits, and less than 4 percent said they did not know. Among the females, slightly more (38 percent) thought that there were no educational benefits, while 5 percent said they did not know. Median estimates of educational benefits ranged from a high of \$10,000 for the young males and \$7,750 for the older males to a low of \$5,000 for the females. The Army was cited most frequently as a Service offering post-military educational benefits. This was also the case with cash enlistment bonuses. Propensity was not related to level of knowledge about educational benefits. Some variation occurred between positive and negative

Table 6.4. Knowledge About Post Military Educational Benefits

Market/Item Response	Positive Propensity	Negative Propensity	Total
<b>Young Males</b>			
Yes, Service pays benefits	66.9	68.4	68.0 (1.2)
Median Estimate of Educational Benefits	\$8,000	\$10,000	\$10,000
Services said to offer educational benefits <sup>a</sup>			
Army	57.1	56.5	56.7 (1.3)
Navy	31.2	31.9	31.7 (1.3)
Marine Corps	26.9	31.7	30.2 (1.2)
Air Force	36.7	33.5	34.5 (1.3)
Don't know	2.0	5.8	4.6 (0.5)
No, Service does not pay educational benefits	28.9	27.8	28.1 (1.2)
Don't know	4.2	3.8	3.9 (0.5)
<b>Older Males</b>			
Yes, Service pays benefits	69.6	62.9	63.6 (2.5)
Median Estimate of Educational Benefits	\$13,000	\$7,450	\$7,750
Services said to offer educational benefits <sup>a</sup>			
Army	55.7	52.2	52.5 (2.6)
Navy	35.0	38.4	38.1 (2.6)
Marine Corps	36.1	35.6	35.7 (2.5)
Air Force	39.7	40.9	40.8 (2.6)
Don't know	4.5	3.9	4.0 (0.9)
No, Service does not pay educational benefits	26.3	33.3	32.6 (2.4)
Don't know	4.1	3.8	3.8 (1.0)
<b>Females</b>			
Yes, Service pays benefits	51.3	57.7	56.9 (1.6)
Median Estimate of Educational Benefits	\$5,000	\$5,000	\$5,000
Services said to offer educational benefits <sup>a</sup>			
Army	41.3	41.1	41.1 (1.6)
Navy	25.4	24.8	24.9 (1.4)
Marine Corps	21.8	24.2	23.9 (1.6)
Air Force	29.1	28.0	28.1 (1.5)
Don't know	4.2	7.1	6.8 (0.7)
No, Service does not pay educational benefits	45.7	36.8	37.9 (1.6)
Don't know	3.0	5.5	5.2 (0.7)

Note: Tabled values are median estimates of the amount of bonus and percentages with standard errors in parentheses. Estimates are based on interviews with 2,320 young males (719 with positive propensity and 1,601 with negative propensity); 480 older males (48 with positive propensity and 432 with negative propensity); and 1,408 females (183 with positive propensity and 1,225 with negative propensity).

<sup>a</sup>Percentages for individual Services may not total percent "Yes" because respondents were allowed to mention more than one Service.

Source: Questions 510-513, 559-562.

propensity groups, but differences were not statistically significant. These differences in knowledge concerning cash enlistment bonuses and educational benefits may very well be the result of heavy promotional advertising about the New GI bill, especially by the Army.

Figures for 1983 on knowledge of educational benefits are not available. The comparisons between 1984 and 1985, however, show interesting differences (Table 6.5). Specifically, all market segments, regardless of propensity, showed a notable increase from 1984 to 1985 in their level of knowledge about post-military educational benefits. The increase occurred for all questions for all three market groups. The only significant decreases between the two years, in fact, were for the category indicating that no educational benefits are offered. That finding merely reflects increases in the "Yes" category. For young males, the number believing that educational benefits are offered by at least one Service rose by about 16 percentage points (52 percent in 1984, 68 percent in 1985). Older males showed a 14 percentage point increase (from 50 percent to 64 percent), and females demonstrated an impressive 19 percentage point increase (from 38 percent to 57 percent). These differences are graphically portrayed in Figure 6.1.

These increases were paralleled by each group's median estimate of educational benefits. The 1984 and 1985 figures were, respectively, \$7,000 and \$10,000 for young males, \$6,000 and \$7,750 for older males, and \$4,000 and \$5,000 for females. Finally, the percentage of respondents within each market segment who cited each of the Services as offering post-military educational benefits also increased significantly between 1984 and 1985. These 1984-1985 observed differences are probably due to the introduction of the new GI Bill and the extensive advertising it received in 1985.

In sum, the data indicate that the level of knowledge about the existence and extent of post-military educational benefits offered by the active Services in the last year has increased significantly.

#### B. Reserve Components

Incentives such as pay and benefits are thought to influence the decision to join the National Guard or Reserves as well as the decision to join the active Services. Additional influences should be beliefs about the time required for drill and training, topics that are likely to be stressed in recruiting efforts. Since older males, many of whom have careers and families, are the most likely to serve in the Guard or Reserves, relevant issues include

Table 6.5. Knowledge About Post Military Educational Benefits, 1984 and 1985

Market/Item Response	1984	1985
<b>Young Males</b>		
Yes, Service pays benefits	51.8 (1.3)	68.0 (1.2)*
Median Estimate of Educational Benefits	\$7,000	\$10,000
Services said to offer educational benefits <sup>a</sup>		
Army	40.1 (1.2)	56.7 (1.3)*
Navy	22.4 (1.1)	31.7 (1.3)*
Marine Corps	21.4 (1.1)	30.2 (1.2)*
Air Force	26.5 (1.1)	34.5 (1.3)*
Don't know	4.1 (0.5)	4.6 (0.5)
No, Service does not pay educational benefits	43.2 (1.3)	28.1 (1.2)*
Don't know	5.0 (0.5)	3.9 (0.5)
<b>Older Males</b>		
Yes, Service pays benefits	50.3 (2.6)	63.6 (2.5)*
Median Estimate of Educational Benefits	\$6,000	\$7,750
Services said to offer educational benefits <sup>a</sup>		
Army	39.2 (2.5)	52.5 (2.6)*
Navy	29.3 (2.3)	38.1 (2.6)*
Marine Corps	27.3 (2.3)	35.7 (2.5)*
Air Force	30.3 (2.3)	40.8 (2.6)*
Don't know	4.5 (1.0)	4.0 (0.9)
No, Service does not pay educational benefits	43.3 (2.5)	32.6 (2.4)*
Don't know	6.4 (1.3)	3.8 (1.0)
<b>Females</b>		
Yes, Service pays benefits	37.9 (2.5)	56.9 (1.6)*
Median Estimate of Educational Benefits	\$4,000	\$5,000
Services said to offer educational benefits <sup>a</sup>		
Army	25.0 (2.2)	41.1 (1.6)*
Navy	11.9 (1.7)	24.9 (1.4)*
Marine Corps	10.4 (1.5)	23.9 (1.6)*
Air Force	13.9 (1.8)	28.1 (1.5)*
Don't know	7.7 (1.5)	6.8 (0.7)
No, Service does not pay educational benefits	54.9 (2.5)	37.9 (1.6)*
Don't know	7.1 (1.3)	5.2 (0.7)

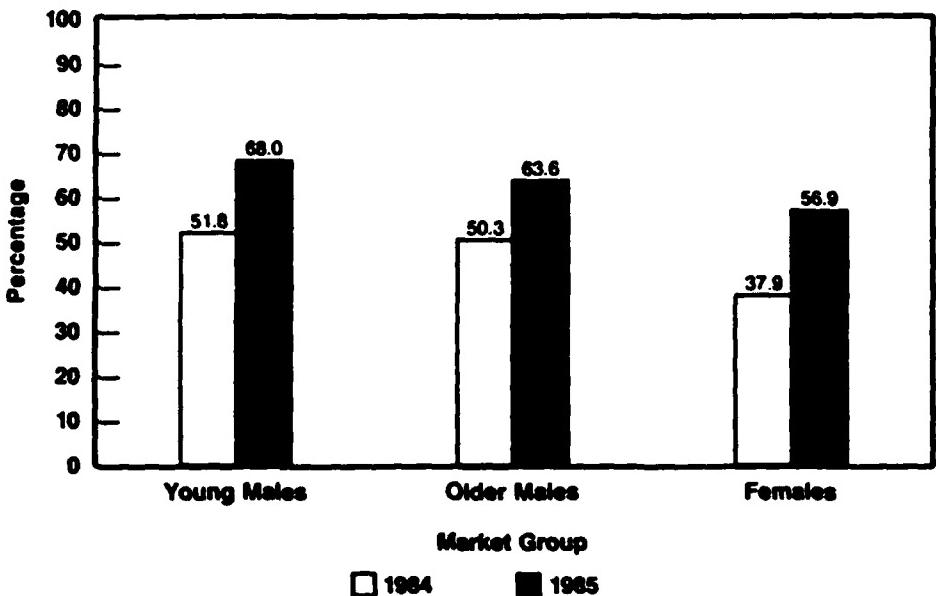
Note: Tabled values are median estimates of the amount of bonus and percentages with standard errors in parentheses. Estimates are based on interviews with 2,320 young males (719 with positive propensity and 1,601 with negative propensity); 480 older males (48 with positive propensity and 432 with negative propensity); and 1,408 females (183 with positive propensity and 1,225 with negative propensity).

<sup>a</sup>Percentages for individual Services may not total percent "Yes" because respondents were allowed to mention more than one Service.

Source: Questions 510-513, 559-562.

\*1984-85 comparisons were statistically significant at the 95 percent confidence level.

**Figure 6.1 Belief that Active Services Pay  
for Educational Benefits, 1984 and 1985**



the proximity to home of a Guard or Reserve unit, transfer policies, and how Reserve component service might affect a civilian job. In this section, we examine these issues in relation to propensity to enlist in the National Guard/Reserves (Composite Reserve Propensity).

1. Knowledge of Pay and Time Required for Guard/Reserve Participation

Table 6.6 presents respondents' estimates of the number of drill days per month, the amount of time spent at summer camp per year (active duty), and the beginning pay for an eight-hour weekend drill day. The interviewee's open-ended responses were coded into the categories shown in the table.

The correct number of days per month required for drill is two. Over half (55 percent) of the older males gave this answer. Only 37 percent of young males and 28 percent of females gave the correct figure. This result suggests that older males are more aware of Reserve requirements, perhaps because they have considered service in the Reserves. Over three-quarters (77 percent) of older males said that between 1 and 4 days are required for drill, as did 60 percent of the younger males and 48 percent of the females. In contrast, 40 percent of females, 28 percent of young males, and 16 percent of older males either offered no estimate or thought that 8 or more days were required for drill each month--an amount sure to interfere with all weekends and civilian jobs.

**Table 6.6. Knowledge of Pay and Time Required to Participate in the Reserve Component**

Item/Response	Young Males			Older Males			Females		
	Positive Reserve Propensity (n = 581)	Negative Reserve Propensity (n = 2,147)	Total (n = 2,728)	Positive Reserve Propensity (n = 121)	Negative Reserve Propensity (n = 1,059)	Total (n = 1,180)	Positive Reserve Propensity (n = 255)	Negative Reserve Propensity (n = 3,039)	Total (n = 3,294)
<u>Days/Month Required for Drill</u>									
1 <sup>a</sup>	2.4	4.8	4.3 (0.6)	2.0	6.1	5.7 (0.9)	3.6	4.1	4.0 (0.4)
2-4	34.5	37.9	37.2 (1.2)	57.7	55.1	55.4 (1.7)	31.4	27.2	27.5 (0.9)
5-7	16.1	18.8	18.2 (1.0)	21.1	15.6	16.1 (1.2)	21.7	16.2	16.6 (0.8)
8 or more	13.9	11.9	12.3 (0.8)	7.9	7.3	7.3 (0.9)	12.2	12.2	12.2 (0.7)
Don't know	27.6	19.7	21.4 (1.0)	5.2	11.5	10.9 (1.0)	27.3	30.4	30.2 (1.0)
9 <sup>a</sup>	5.6	6.9	6.7 (0.6)	4.4	4.4	4.6 (0.7)	3.9	9.8	9.4 (0.6)
<u>Days/Year for Active Duty</u>									
1-6	9.5	9.5	9.5 (0.7)	3.3	11.1	10.3 (1.1)	15.0	8.1	8.6 (0.6)
7-13	6.5	10.5	9.7 (0.7)	8.0	10.8	10.5 (1.1)	7.8	9.3	9.2 (0.6)
14 <sup>a</sup>	23.9	26.6	26.1 (1.1)	56.8	50.2	50.9 (1.8)	17.5	19.1	19.0 (0.8)
15-29	14.2	10.5	11.3 (0.8)	4.8	6.8	6.6 (0.8)	10.2	10.5	10.5 (0.7)
30	11.3	12.1	12.0 (0.8)	6.0	7.4	7.2 (0.9)	13.3	15.0	14.9 (0.8)
31-90	29.4	23.2	24.5 (1.1)	11.8	8.1	8.5 (0.9)	30.8	27.6	27.8 (0.9)
Don't know	5.2	7.5	7.0 (0.6)	9.3	5.5	5.9 (0.8)	5.4	10.4	10.6 (0.6)
91									
<u>Beginning Pay for 8-hour Drill Day</u>									
\$5-29 <sup>a</sup>	7.4	7.7	7.7 (0.7)	4.7	5.8	5.7 (0.8)	8.5	7.9	8.0 (0.5)
30-39 <sup>a</sup>	5.5	7.8	7.3 (0.6)	7.4	7.0	7.1 (0.9)	7.7	6.2	6.3 (0.5)
40-49	9.4	9.8	9.7 (0.8)	11.7	11.3	11.4 (1.1)	9.7	7.9	8.1 (0.7)
50-59	15.9	15.6	15.7 (0.9)	13.2	22.2	21.3 (1.4)	11.4	14.8	14.6 (0.7)
60-99	12.4	13.8	13.5 (0.8)	23.5	17.3	17.9 (1.3)	13.0	10.0	10.2 (0.7)
100 or more	37.8	31.4	32.7 (1.1)	27.8	24.8	25.1 (1.5)	38.4	35.6	35.9 (1.0)
Don't know	11.5	13.9	13.4 (0.8)	11.7	11.5	11.0 (1.0)	11.3	17.5	17.0 (0.8)

Note: Tabled values are column percentages with standard errors in parentheses.

<sup>a</sup>Correct response. Initial pay for paygrade E-1 in FY 85 was \$38.24 for one day of drill.

Source: Questions 505, 507, 571, 572, 573.

In 1984, 44 percent of females, 37 percent of young males, and 24 percent of older males either did not know or estimated eight or more drill days per month. Figures for 1983 were similar. The improved 1985 figures are mirrored by an increase in accuracy from 1983 to 1985, especially among older males. Only 38 percent of the older males estimated 2 drill days per month in 1983, compared with 55 percent in 1985. Among young males, increments in those giving the "correct" response between 1983 and 1985 amounted to 8 percentage points. For females, the major increment--of 7 percentage points--occurred between 1984 and 1985.

There were no clear relationships between Reserve propensity and estimated drill days. Only one difference was notable. Positive reserve propensity young males were significantly more likely than their negative propensity counterparts to estimate that eight or more drill days per month are required. As we have suggested before, the relative youthfulness of this group may affect their exposure to, attention to, or realization of the real-life significance of actual versus imagined values, whether the values be pay, educational benefits, or time required.

Table 6.6 also presents the estimates respondents gave of the days per year required for active duty (training). The right answer--14 days--was given by 51 percent of older males, 26 percent of younger males, and only 19 percent of females. Again, the older males were significantly more accurate than either of the other two market segments. Between one and 14 days was estimated by 72 percent of older males, 45 percent of younger males, and 37 percent of females--an even more striking set of differences. The proportions of young males and females (25 percent and 28 percent, respectively) who estimated that between 1 and 3 months of active duty were necessary per year are especially noteworthy. Overestimates of the time required may deter some from serious consideration of serving in the Reserves, and the time commitment is an area that could be considered for future advertising efforts.

There were few systematic differences as a function of propensity, with one significant exception. Young males with positive Reserve propensity were more likely than those with negative Reserve propensity to estimate active duty requirements between 31 and 90 days per year (29 percent versus 23 percent). There were no systematic differences in the estimates provided between 1983, 1984, and 1985.

The last type of information presented in Table 6.6 shows the extremely inaccurate estimates given for beginning pay in the Guard or Reserve for an eight-hour weekend drill day by all market groups. Only 19 percent of older males, 17 percent of younger males, and 14 percent of females gave a reasonably accurate estimate, between \$30 and \$49. In fact, about 70 percent in each group expected more than the \$38.24 paid for an eight-hour weekend drill. Over one-third of older males (39 percent) thought that pay was between \$50 and \$99, with another 25 percent estimating pay at \$100 or more. Over one-third of both young males and females (39 percent and 36 percent, respectively) fell into the highest category of pay estimations (\$100 or more), while another 29 percent of young males and 25 percent of females were in the \$50-99 groups. The 1985 estimates were considerably less accurate than the 1983 and 1984 estimates. By 1985, the percentage of estimates in the category with the correct answer (\$30-39) were half what they had been in 1983 for all three market groups. This decrease in accuracy was especially apparent in the \$100 and more category, with young males showing an increase of 20 percentage points, older males evidencing an increment of 15 percentage points, and females increasing by 18 percentage points between 1983 and 1985; these figures were virtually double the 1983 percentages. Respondents may have expected beginning pay for an eight-hour drill day to have risen as it had during the high inflation years in the recent past. The fact that pay had not increased since 1983 may have led to the large percentage of overestimates.

Overall, propensity did not appear to be related systematically to estimation of drill-day pay. However, we see some tendency for young males to overestimate beginning pay. As shown in Table 6.6, 38 percent of the positive young males versus 31 percent of their more negative counterparts estimated pay at \$100 or more.

## 2. Effects of Cash Bonuses on Propensity to Enlist

Respondents were asked a series of questions to determine how likely they would be to enlist in a Reserve Component for six years if increasingly larger cash bonuses were offered. Unfortunately, the interview did not obtain an adequate measure of baseline general intention to join the Reserve Component.\* Still, the relative effects of increasing bonuses can be examined.

\* The appropriate baseline measure would have been an item like Q503 that asked about the respondents' likelihood of joining the Guard or Reserves. Instead, items were asked about propensity to join the Reserve Component--not about the general likelihood of joining. Thus, the comparison with the follow-up questions regarding likelihood of joining, given "X" bonus involves two different types of questions.

Computations for all bonus questions used a common base of respondents (i.e., the number responding to the initial item in each series) to permit a direct comparison among benefit amounts. It was assumed that those responding "definitely" to the first item would respond in the same way to the second item. Similarly, those responding "definitely" to the first and second items were assumed to make that response on the third item. Percentages were then computed for the second and third items for the bonus items based on these adjusted numbers of respondents.

Examination of Table 6.7 suggests a strong positive effect of offering a cash bonus on propensity to enlist in the Guard or Reserves. The percentage of young males who said that they would "probably" or "definitely" enlist if they were to receive a \$2,000 bonus was 24 percent. Comparable percentages for older males and females were 19 percent and 15 percent, respectively. For all three market segments, these figures were larger than the Composite Reserve Propensity proportions. Offer of a \$4,000 bonus raised these figures 10 percentage points for young males, 5 points for older males, and 7 points for females. Offer of a \$6,000 bonus raised these figures another 10 percentage points for young males, 7 points for older males, and 7 points for females. On the whole, then, tripling the original bonus from \$2,000 to \$6,000 increased the likelihood of enlistment by about 20 percentage points for young males, 12 percentage points for older males, and 15 percentage points for females. Similar increases were noted in 1984.

### 3. Proximity to Guard Unit and Transfer Policies

Table 6.8 presents the responses to items concerning whether there is a Guard or Reserve unit sufficiently close to join and the respondents' perceptions of the Guard/Reserve transfer policies.

A National Guard or Reserve unit close enough to join was reported by 83 percent of young males, 89 percent of older males, and 73 percent of females. Females were less likely than the other two groups to believe that there was a Guard or Reserve unit nearby. Positive Reserve propensity young males and females were more likely to say that there was a nearby Guard or Reserve unit than those with negative Reserve propensity (87 percent vs. 82 percent for young males; 79 percent vs. 73 percent for females). Propensity and perceptions of proximity were not related for older males. In 1984, smaller proportions overall in each of the market groups (79 percent of young males, 83 percent of older males, 66 percent of females) thought they lived near a

**Table 6.7. Incremental Effects of Cash Bonus on Propensity to Enlist in Guard/Reserve**

Benefit Type/ Amount	Young Males		Older Males		Females Likelihood of Enlistment Increment
	Likelihood of Enlistment	Increment	Likelihood of Enlistment	Increment	
Composite Reserve Propensity	20.8	(0.7)	10.0	(1.0)	7.7 (0.5)
Enlistment Bonus					
\$2,000	24.3	(1.1)	-	18.5 (1.3)	-
\$4,000	34.1	(1.2)	9.8	23.9 (1.4)	5.4
\$6,000	43.8	(1.2)	9.7	30.9 (1.5)	7.0

Note: Tabled values are percentages of respondents who said they were "definitely" or "probably" likely to enlist in the Guard/Reserve given the bonus indicated. The number of respondents to the second and third items in each series have been adjusted to the base number responding to the first item in the series. Estimates are based on interviews with 2,707 young males, 1,175 older males, and 3,280 females.

Source: Questions 579-581.

Table 6.8. Proximity to Guard/Reserve Unit and Perceptions of Transferability

Item/Response	Young Males			Older Males			Females		
	Positive Reserve Propensity	Negative Reserve Propensity		Positive Reserve Propensity	Negative Reserve Propensity		Positive Reserve Propensity	Negative Reserve Propensity	
		Total	Total		Total	Total		Total	
Unit close enough to join	87.3 12.7	82.3 17.7	83.4 16.6	(1.0) (1.0)	90.7 9.3	89.1 10.9	89.2 10.8	(1.1) (1.1)	79.3 20.7
Yes									72.8 27.2
No									73.3 26.7
If moved, believe could transfer or go inactive	86.6 13.4	82.7 17.3	83.5 16.5	(1.0) (1.0)	87.7 12.3	85.3 14.7	85.5 14.5	(1.2) (1.2)	88.3 11.7
Yes									83.7 16.3
No									84.0 16.0

Note: Tabled values are percentages answering yes, and standard errors are in parentheses. Estimates are based on interviews with 2,509 young males, 1,078 older males, and 2,992 females.

Source: Questions 505, 507, 582, 583.

Guard/Reserve unit, indicating a significant increase in such perceptions in 1985. In the same time period, however, the relationship of propensity to perceptions of proximity weakened considerably among both young males and females. In 1984, positive propensity young males and females (compared to their negative propensity counterparts) were more likely to assert the existence of a nearby unit than they were in 1985.

Table 6.8 also reveals that over four-fifths of each of the market groups believes that the military would allow them to transfer to another Guard or Reserve unit, or go inactive, should the respondent relocate (84 percent of young males, 86 percent of older males, 84 percent of females). Once again, propensity was directly, though not strongly, related to correct perceptions for both young males and females, but not for older males. In addition, parallel with the results discussed immediately above, the overall 1985 rates were between 5 and 8 percentage points higher than the 1984 rates. Finally, the propensity/perception of flexible transfer policy relationship weakened between 1984 and 1985 for both young and older males, but remained the same for females.

#### 4. Perceived Influence of Guard/Reserve Participation on a Civilian Job

Participation in the National Guard or the Reserves is a part-time occupation, usually as an adjunct to civilian employment or full-time education. For those who are employed full-time, perceptions about how one's employer would react to such participation are expected to influence the decision of whether or not to enlist. Accordingly, five questions concerning potential or actual effects of Guard/Reserve participation on one's civilian job were asked. Two of the questions were fairly general and applied regardless of actual employment status; three additional items were included for employed (not self-employed) respondents. The questions asked:

- Whether an employer would hold a job for them if they were away for active duty training with the Guard/Reserve for 3 to 6 months
- Whether respondents would lose job seniority during the training period for the Guard/Reserve
- Whether their employer had a specific policy about Guard/Reserve participation.
- Whether their employer was positive toward Guard/Reserve participation
- Whether they had talked with a supervisor about their employer's policy about the Guard/Reserve.

The percentage of respondents who answered "yes" to each of these items is presented in Table 6.9, cross-classified by Composite Reserve Propensity. The Guard/Reserves require an initial basic training period of between 3 and 6 months. Approximately one-half of both younger and older males felt that their employers would hold their jobs open for the necessary basic training period; about 40 percent of the females asserted this. Propensity was not related to responses on this item for young males. For older males and females, however, those with positive propensity were also more positive about their employer's or potential employer's likelihood of holding a job open than were those with negative propensity. In addition, there was a clear increase between 1983 and 1985 in the percentage of respondents in all market groups who felt that their jobs would be held open for them during basic training. For young males the increase was 9 percentage points, for older males, 6 percentage points, and for females, 5 points.

Between one-third and two-fifths of the sample (39 percent of young males, 30 percent of older males, and 42 percent of females) felt that they would lose job seniority while they were in basic training. Somewhat surprisingly, young males with positive propensity were more likely to feel that they would lose job seniority (45 percent) than those with negative propensity (38 percent). This was the reverse of both 1983 and 1984 findings; there, positive propensity young males were less likely to believe that they would lose seniority than were their negative propensity counterparts. The data for older males showed no association between propensity and expectations regarding civilian job seniority loss during Guard/Reserve training.

It appears, then, from the results of both of these questions, that the two younger groups perceive more potential negative effects of Guard/Reserve enlistment on a civilian job than does the older group. It may also be that these younger groups simply have not held jobs and know little about common employment policies. The increases seen between 1983 and 1985 in the numbers saying that their jobs would be kept open during basic training, however, are encouraging.

Only employed respondents were asked the remainder of the items in Table 6.9. Not surprisingly, the older males were more likely to know that their employers have a policy regarding Guard/Reserve participation (23 percent) than either younger males (8 percent) or females (8 percent). Under one-third of young males (28 percent) and females (24 percent), and just over one-third

**Table 6.9. Perceived Influence of Guard/Reserve Participation on a Civilian Job**

Group/Item	Young Males			Older Males			Females		
	Positive Reserve Propensity	Negative Reserve Propensity		Positive Reserve Propensity	Negative Reserve Propensity		Positive Reserve Propensity	Negative Reserve Propensity	
		Total	Total		Total	Total		Total	
<b>All Respondents</b>									
Employer would hold job open for 3 to 6 months (basic)	48.8	49.0	48.9 (1.7)	69.4	51.5	53.3 (1.9)	49.7	40.4	41.0 (1.4)
Would lose job seniority while in (basic) training	45.1	37.8	39.2 (1.6)	29.0	30.2	30.1 (1.8)	44.7	41.8	41.9 (1.4)
<b>Employed Respondents<sup>a</sup></b>									
Employer has policy about participation in Guard/Reserves	8.1	8.3	8.2 (0.9)	31.6	22.4	23.3 (1.6)	9.4	7.6	7.7 (0.8)
Employer is positive toward Guard/Reserve participation	39.0	25.8	28.3 (1.5)	49.2	39.3	40.3 (1.8)	31.9	23.1	23.6 (1.2)
Talked with supervisor about Guard/Reserve policy	6.3	3.6	4.1 (0.7)	7.8	4.5	4.9 (0.8)	5.0	2.0	2.2 (0.4)

Note: Tabled values are percentages answering yes, and standard errors are in parentheses. Estimates are based on interviews with 1,493 young males, 961 older males, and 1,684 females.

<sup>a</sup>Excludes self-employed respondents.

Source: Questions 416, 430, 505, 507, 574-578.

(39 percent) of older males thought that their employers were positive toward Guard/Reserve participation. In addition, for all three groups, those with positive Reserve propensity were more likely to believe their employers were positive than those classified as negative. Finally, responses to both of the above questions appear to have been based largely on assumptions, because very small percentages of each of the market segments (4 percent of young males, 5 percent of older males, and 2 percent of females) reported having spoken with their supervisors about their employers' policies regarding Guard/Reserve participation. There were no significant differences across 1983, 1984, and 1985 on these issues. Therefore, it seems that the majority of employees in all survey years did not know what kind of effect Guard or Reserve participation would have on their civilian jobs. Accurate information on this topic may correct misconceptions or ignorance and provide an additional incentive to enlist in the Reserve component.

#### C. Summary

This chapter has examined knowledge of enlistment incentives among each of the three market segments and how this knowledge is related to general propensity to serve. The results are highlighted below.

##### 1. Active Services

- The overall level of knowledge about monthly starting pay for an enlistee was low. Approximately one-quarter of young males and one-fifth of older males and females gave estimates within \$100 of actual starting pay.
- Young males and females were as likely to overestimate as to underestimate starting pay, but older males were much more likely to overestimate.
- Between 1983 to 1985 there has been an increasing tendency to overestimate starting pay.
- Knowledge of starting pay was not clearly related to general intention to serve in the military.
- Knowing the actual monthly starting salary had little effect on respondents' general intention to serve; giving respondents accurate knowledge appeared to have a positive effect on only a small percentage of individuals.

- Approximately one-fourth of the young males, one-third of the older males, and less than one-fifth of the females knew cash enlistment bonuses are given for joining the military. Median estimates of the maximum available bonus ranged from \$500 (females) to \$1,800 (older males). Propensity to enlist was not related to knowledge of enlistment bonuses.
- Knowledge about educational benefits was considerably higher than knowledge about starting pay or enlistment bonuses. About two-thirds of the male groups and over one-half of the females knew about educational benefits. Overall median estimates ranged from \$5,000 - \$10,000. Knowledge about educational benefits was not positively related to propensity to serve.
- In the three market segments, more knew about educational benefits in 1985 than in 1984. The increments ranged from 6 percentage points among the young males to 19 points among the females. Median estimates of educational benefits were also higher in 1985.

## 2. Reserve Component

- Older males were more accurate than either young males or females in estimating the number of days per month required for drill in the National Guard/Reserves (55 percent vs. 37 and 28 percent, respectively).
- Accuracy in estimating drill days/month increased between 1983 and 1985, especially for older males (29 to 37 percent for young males; 21 to 28 percent for females; 38 to 55 percent for older males).
- All three market groups showed low levels of knowledge about beginning pay in the Guard/Reserves for an eight-hour weekend drill day. Less than one-fifth of any of the groups gave a reasonably close estimate. Further, accuracy of estimates has been decreasing since 1983.
- Positive propensity young males were more likely than their negative propensity counterparts to overestimate the number of drill days per month, the amount of time required for active duty, and the starting pay for an eight-hour drill day. Otherwise, propensity was not related to level of knowledge for any of the market segments.

- Offering hypothesized increments in the cash bonus for enlisting in the Guard/Reserves produced higher proportions saying that they would enlist. Raising the bonus from \$2,000 to \$6,000 increased likelihood of enlistment by 20 percentage points for young males, 12 percentage points for older males, and 15 percentage points for females.
- Three-fourths or more of the respondents said that there was a Guard/Reserve unit close enough geographically for them to join. Fewer gave that response in 1984 (79 to 83 percent for young males; 83 to 89 percent for older males; 66 to 73 percent for females).
- Over four-fifths of each of the market groups felt that the military would allow them to transfer or go inactive should they relocate.
- Answers to the two questions detailing the potential effects of Guard/Reserve enlistment on a civilian job revealed that the two younger groups of respondents perceived more potential negative effects (i.e., losing one's job or seniority during basic training) than the older males.
- Among employed respondents, knowledge about whether the employer has a policy regarding Guard/Reserve participation or was positive toward such participation ranged from 8 to 39 percent. Older males were more likely than either of the other groups to believe that there was a company policy and that their employer was positive about Guard/Reserve participation.
- Positive Reserve propensity respondents in all three groups were more likely than those with negative Reserve propensity to believe that their employers were positive.

## 7. INFORMATION SEEKING AND RECRUITER CONTACT

Seeing either print or broadcast advertising, receiving direct mail literature and knowing someone who enlisted are all fairly passive involvements with information sources and potential influencers of the enlistment decision. Mailing an information request card, making a toll-free telephone call for information, and initiating contact with a military recruiter are active responses. The analyses reported below examine self-reported exposure to these various information sources.

### A. Advertising Awareness

The level of awareness of military advertising was measured in two ways. First, individuals were asked: "For what military Service or Services do you recall seeing or hearing advertising that encouraged people to enlist?" Responses to this initial question are referred to as "unaided awareness." Subsequently, closed ended questions asked whether individuals recalled advertising for each Service (specified by name) not mentioned in the first answer. These latter responses are referred to as "aided awareness."

Table 7.1 presents the responses to these two types of questions by market segment and by propensity. These data demonstrate fairly congruent patterns for each of the three market segments. The percentages of respondents indicating either aided or unaided awareness of advertising for the various Services are fairly high for the Army, the Marine Corps, the Air Force and the Navy; between two-thirds and seven-eights of the groups recall seeing or hearing advertising encouraging people to enlist. The National Guard/Reserves, "Joint Services" and Coast Guard had the lowest levels of awareness, with only the Coast Guard levels under 50 percent.

Among young men, combined aided and unaided awareness of advertising was reported as follows:

- 88.4 percent for the Army;
- 72.8 percent for the Navy;
- 80.6 percent for the Marine Corps;
- 79.7 percent for the Air Force;
- 43.2 percent for the Coast Guard
- 60.7 percent for the National Guard/Reserves; and,
- 58.7 percent for Joint Service advertising.

Table 7.1. Levels of Awareness of Military Advertising

Sponsor/Awareness	Young Males			Older Males			Females			
	Positive Propensity		Negative Propensity	Total	Positive Propensity		Negative Propensity	Total	Positive Propensity	
	Unaided awareness	Aided awareness	Aided or unaided	Unaided awareness	Aided awareness	Aided or unaided	Unaided awareness	Aided awareness	Aided or unaided	
Army	71.0	73.2	72.6 (0.8)	68.0	72.2	71.8 (1.6)	73.5	73.3	73.4 (0.9)	
Unaided awareness	17.7	15.1	15.9 (0.6)	16.1	13.5	13.8 (1.2)	14.5	14.3	14.3 (0.7)	
Aided awareness			88.4 (0.6)	84.2	85.7	85.6 (1.2)	88.1	87.6	87.7 (0.7)	
Navy	48.7	55.7	53.6 (0.9)	43.3	52.1	51.3 (1.7)	54.4	53.3	53.5 (1.0)	
Unaided awareness	22.5	17.8	19.2 (0.7)	19.6	16.5	16.7 (1.3)	20.0	17.3	17.6 (0.8)	
Aided awareness			72.8 (0.8)	62.9	68.6	68.1 (1.6)	74.4	70.6	71.1 (0.9)	
Marine Corps	57.1	61.8	60.4 (0.8)	59.8	57.7	57.9 (1.7)	52.4	57.8	57.1 (1.0)	
Unaided awareness	22.4	19.2	20.1 (0.7)	18.5	17.6	17.7 (1.4)	21.6	17.7	18.2 (0.8)	
Aided awareness			81.0	80.6 (0.7)	78.2	75.3 (1.5)	74.0	75.5	75.3 (0.9)	
Air Force	59.4	61.1	60.6 (0.8)	56.8	54.3	54.5 (1.7)	55.2	59.0	58.6 (1.0)	
Unaided awareness	19.9	18.7	19.1 (0.7)	13.9	18.4	18.0 (1.3)	21.5	18.3	18.7 (0.8)	
Aided awareness			79.3	79.8	79.7 (0.7)	70.7	72.7	76.7	77.3 (0.8)	
Coast Guard	19.6	26.9	24.6 (0.7)	22.1	24.2	24.0 (1.5)	14.5	18.7	18.2 (0.9)	
Unaided awareness	19.8	17.8	18.4 (0.6)	22.1	21.3	21.4 (1.4)	23.1	19.6	20.0 (0.9)	
Aided awareness			44.8	43.2	44.2	45.5	45.4 (1.7)	37.6	38.2	38.1 (1.0)
National Guard/Reserve <sup>a</sup>	25.0	28.7	27.9 (0.8)	38.1	32.4	33.0 (1.6)	22.0	24.6	24.4 (1.0)	
Unaided awareness	39.8	30.9	32.7 (0.8)	31.0	30.5	30.5 (1.6)	36.4	26.9	27.6 (0.9)	
Aided awareness			64.8	59.6	60.7 (0.8)	69.2	63.5 (1.6)	58.4	51.4	52.0 (1.1)
Joint Services <sup>b</sup>	15.2	20.3	18.8 (0.7)	18.4	18.1	18.1 (1.3)	9.2	13.3	12.8 (0.7)	
Unaided awareness	39.8	40.0	39.9 (0.9)	39.1	35.6	35.9 (1.6)	42.2	37.1	37.7 (1.0)	
Aided awareness			56.0	60.3	58.7 (0.9)	57.5	53.7	51.4	50.4	50.5 (1.1)

Note: Tabled values are percentages with standard errors in parentheses. Aided awareness is somewhat inversely related to unaided awareness in that respondents are only asked about it if they do not report unaided awareness for a given Service. Estimates are based on interviews with 5,474 young males, 1,179 older males, and 3,301 females.

<sup>a</sup>Propensity for this item refers to Guard/Reserve propensity. See Chapter 4 for a description of the construction of the measure.

<sup>b</sup>Question refers to "one ad for Joint Services."

Source: Questions 510-513, 601-608.

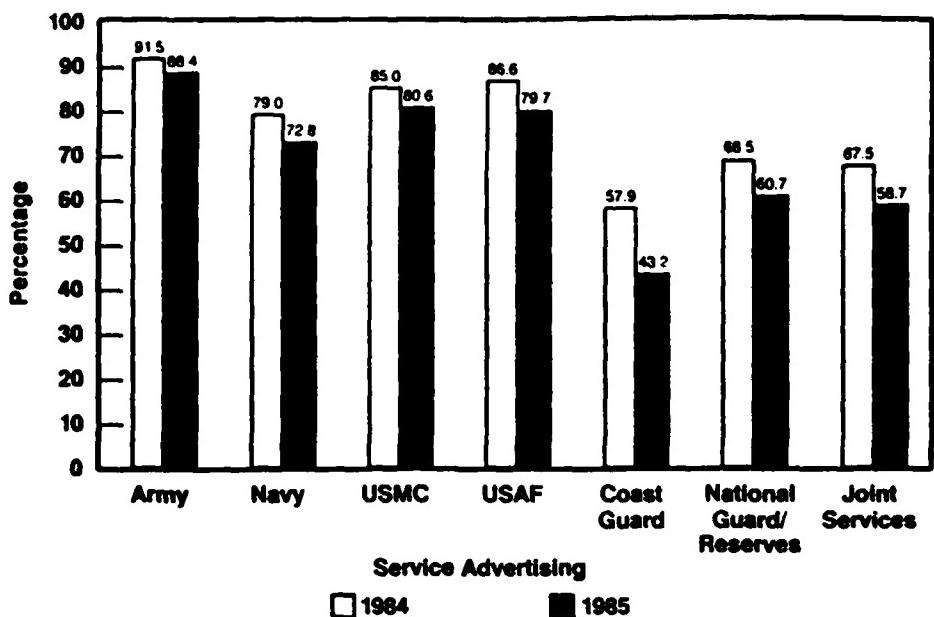
For each of the four active Services, young men were highly likely to report awareness of advertising without prompting. Few young men spontaneously mentioned the Coast Guard, and this percentage rose relatively little with a prompt. Similarly, few young men mentioned the National Guard/Reserve and Joint Services but the prompt was more effective in eliciting recall of advertising. Ranking the active Services as a function of unaided awareness results in essentially the same order that is obtained by using the combined aided/unaided measure: the Army is highest (73 percent), the Air Force and Marine Corps are next and similar (61 percent each) and the Navy is mentioned spontaneously least often of the four (54 percent). Advertising for the National Guard/Reserves was mentioned spontaneously by only 28 percent of the young men. Advertising for the Coast Guard (25 percent) and the Joint Services (19 percent) had the lowest unaided awareness. In contrast, aided awareness of Joint Service advertising was highest (40 percent) of all groups and was followed closely by the Guard/Reserves (33 percent).

The patterns of response for older males and females are essentially the same as those discussed for young men. Females, however, appear to be less aware than males of Coast Guard, National Guard/Reserve, and Joint Service advertising. They are equivalent to one or both of the male groups in comparisons of active Services advertising awareness.

Positive and negative propensity groups show a number of statistically significant differences in awareness. For the most part, however, the percentage point differences are small, and the patterns of differences are unclear.

Although high levels of advertising awareness were generally reported by respondents in 1985, cross-year comparisons reveal a pattern of consistent decreases in awareness from 3 to 10 percentage points from 1984 to 1985. All three market groups show increasing patterns of awareness for all Service advertising and the Joint Service advertising. These results are graphed in Figure 7.1 for young men and in Figure 7.2 for women. Although respondents still had relatively high levels of awareness, if the decline is part of a trend it may indicate that individuals are not being reached by the advertising or that the advertising is not being remembered as well.

**Figure 7.1 Young Males' Aided and Unaided Awareness of Advertising, 1984 and 1985**



**Figure 7.2 Females' Aided and Unaided Awareness of Advertising, 1984 and 1985**

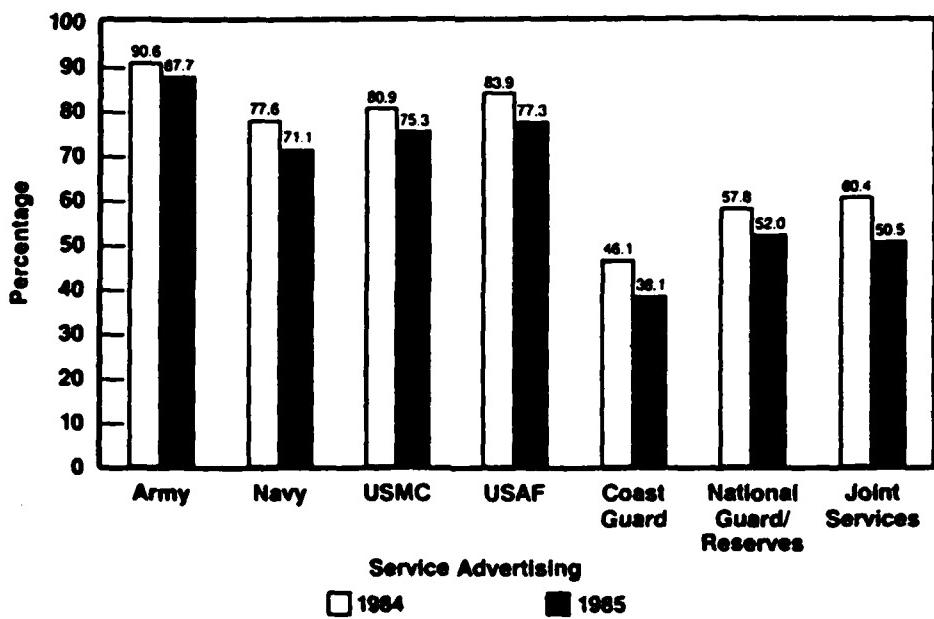


Table 7.2 presents the order in which the individual services were mentioned in response to the initial, unaided question about advertising. For young males, the most frequently mentioned first response was the Army (36 percent), followed by the Air Force (28 percent), with other individual Services mentioned first by 10 percent or fewer of these respondents. The Army was also the most frequent second response (38 percent). A second prompt yielded mentions of both the Air Force and Navy by about 20 percent, the Marine Corps by 16 percent, and the remainder of the Services by less than 5 percent of the young men answering. Individuals supplying a third response were most likely to mention the Coast Guard, Marines, and Air Force.

The patterns for order of mention among the older males were very similar. The Army was most frequently cited as both the first (33 percent) and second (43 percent) responses. The Air Force ranked second with 28 percent in the first response group and third--following the Navy--among second responses.

Females showed similar patterns. The Army (42 percent) and Air Force (24 percent) were most often cited on the first prompt--the Army (33 percent) and the Navy (25 percent) on the second. These patterns were essentially the same as those shown in the 1984 data.

In summary, general awareness of military advertising is fairly high for all three market segments. Army advertising is mentioned by a vast majority of respondents and tends to be an individuals' first or second mention on an unaided recall question. This is probably a function of the greater amount of advertising the Army does relative to the other Services.

#### B. Recognition of Military Advertising Slogans

A stronger indicator of advertising awareness is whether or not people recognize and can correctly identify the sponsor of advertising slogans. Respondents were read seven slogans and were asked to name the Service associated with the slogan. The Army, Navy and the joint service advertising program each had one slogan, and the Marine Corps and Air Force each had two. The responses to this question are presented in Table 7.3 by market segment and by propensity. For each slogan, the correct Service sponsor is underlined.

Despite the high levels of general awareness of Army advertising discussed in the previous section, it was the Air Force "Aim high" slogan that was correctly identified by the largest proportion of young males (88 percent). "The few, the proud, the Marines" was the second most often correctly identified slogan (85 percent) by young males. The Army slogan was third, with 79

Table 7.2. Order of Mention for Recall of Military Advertising

Service	Young Males			Order of Mention Older Males			Females		
	First Response	Second Response	Third Response	First Response	Second Response	Third Response	First Response	Second Response	Third Response
Army	36.2	38.4	10.2	33.3	42.8	10.5	42.0	33.2	8.3
Navy	5.7	20.8	15.1	4.9	19.4	14.5	6.7	25.0	16.7
Marine Corps	10.0	15.7	23.9	10.0	14.5	25.1	7.2	15.8	27.1
Air Force	27.9	20.0	21.5	28.3	17.0	17.1	23.9	19.7	24.9
Coast Guard	0.8	2.1	24.7	0.5	1.6	28.2	0.7	1.6	18.1
National Guard/ Reserve	2.8	2.3	3.4	5.4	3.1	3.8	3.3	3.4	4.3
Other <sup>a</sup>	16.6	0.8	1.1	17.6	1.5	0.8	16.4	1.1	0.5

Note: Tabled values are column percentages. Data are for unaided mentions. Estimates are based on interviews with 5,478 young males, 1,180 older males, and 3,301 females.

<sup>a</sup>Includes "None" (first response only), one ad for all services, don't know, and refused.

Source: Question 601.

Table 7.3. Recognition of Military Advertising Slogans

Slogan/Response	Young Males			Older Males			Females			
	Positive Propensity		Negative Propensity	Positive Propensity		Negative propensity	Positive Propensity		Positive Propensity	
	Propensity	Propensity	Total	Propensity	Propensity	Total	Propensity	Total	Negative Propensity	Total
"Be all you can be."										
Army	78.5	78.6	(0.7)	71.9	69.6	(1.5)	73.6	75.5	75.3	(0.9)
Navy	4.5	4.5	(0.3)	3.4	6.4	(0.8)	6.4	6.1	6.2	(0.5)
Marine Corps	5.3	5.3	(0.4)	6.7	5.8	(0.8)	5.9	3.8	3.7	(0.4)
Air Force	4.3	4.1	(0.3)	8.6	7.0	(0.9)	8.0	4.6	5.0	(0.5)
Joint Services	5.1	5.0	(0.4)	2.3	4.5	(0.7)	6.1	6.5	6.4	(0.5)
Don't know	2.3	2.5	(0.3)	7.2	6.6	(0.8)	3.0	3.4	3.4	(0.4)
"It's not just a job, it's an adventure."										
Army	34.0	33.0	(0.8)	30.9	30.5	(1.6)	32.6	35.7	35.3	(1.0)
Navy	32.7	34.4	(0.8)	29.1	36.0	(1.7)	23.2	23.7	23.6	(0.9)
Marine Corps	13.0	13.3	(0.6)	11.1	8.8	(1.0)	17.2	12.7	13.2	(0.8)
Air Force	8.9	7.9	(0.5)	12.1	10.9	(1.1)	11.6	10.5	10.6	(0.6)
Joint Services	6.8	6.4	(0.4)	10.4	6.3	(0.9)	7.1	7.4	7.3	(0.5)
Don't know	4.7	5.0	(0.4)	6.4	7.5	(0.9)	8.4	10.1	9.9	(0.6)
"The few, the proud, the _____."										
Army	6.2	3.4	(0.3)	3.1	2.9	(0.5)	7.8	5.9	6.1	(0.5)
Navy	3.6	2.6	(0.3)	7.2	2.6	(0.5)	10.0	5.2	5.8	(0.5)
Marine Corps	80.7	87.2	(0.6)	76.1	84.9	(1.2)	63.9	73.7	72.6	(0.9)
Air Force	2.3	1.9	(0.2)	2.7	2.4	(0.5)	3.5	3.7	3.7	(0.4)
Joint Services	2.6	1.3	(0.2)	1.5	1.9	(0.5)	5.9	2.7	3.1	(0.4)
Don't know	4.6	3.6	(0.3)	9.5	5.7	(0.8)	9.0	8.7	8.7	(0.5)
"Aim high."										
Army	3.3	2.9	(0.3)	7.6	2.9	(0.7)	6.3	5.6	5.7	(0.5)
Navy	1.7	2.6	(0.3)	4.0	3.0	(0.5)	2.5	4.4	4.2	(0.4)
Marine Corps	1.9	2.1	(0.2)	2.0	2.3	(0.6)	3.4	3.8	4.8	(0.5)
Air Force	89.1	87.7	(0.6)	78.5	81.5	(1.3)	81.2	74.5	75.0	(0.9)
Joint Services	1.1	1.1	(0.2)	3.9	1.0	(0.4)	1.0	2.3	2.1	(0.3)
Don't know	2.8	3.7	(0.3)	3.7	8.2	(0.9)	7.8	7.7	8.5	(0.5)
"It's a great place to start."										
Army	40.2	38.3	(0.8)	34.5	39.8	(1.6)	32.3	30.2	30.5	(1.0)
Navy	16.0	13.3	(0.6)	18.2	13.6	(1.2)	15.8	14.5	14.6	(0.7)
Marine Corps	6.4	7.1	(0.4)	7.1	5.7	(0.8)	14.2	9.4	9.6	(0.6)
Air Force	10.8	9.6	(0.5)	14.6	10.2	(1.1)	7.1	9.6	9.3	(0.6)
Joint Services	17.0	18.9	(0.7)	9.7	13.1	(1.2)	12.8	14.0	16.3	(0.8)
Don't know	9.6	12.7	(0.5)	15.9	17.6	(1.2)	17.4	16.7	19.6	(0.8)
"We're looking for a few good men."										
Army	14.6	14.3	(0.6)	16.3	15.1	(1.2)	23.1	21.6	21.8	(0.9)
Navy	8.7	8.7	(0.5)	4.0	4.1	(0.6)	13.9	12.7	12.8	(0.7)
Marine Corps	59.7	60.2	(0.8)	68.4	68.6	(1.6)	35.3	36.0	35.9	(1.0)
Air Force	5.0	4.0	(0.3)	2.1	2.8	(0.6)	7.2	5.9	6.1	(0.5)
Joint Services	5.2	4.9	(0.4)	1.9	3.4	(0.6)	6.8	7.5	7.4	(0.5)
Don't know	6.9	7.9	(0.5)	7.4	6.1	(0.8)	13.6	16.4	16.0	(0.8)
"_____, a great way of life."										
Army	26.1	27.6	(0.8)	36.1	25.2	(1.5)	16.8	25.6	24.6	(0.9)
Navy	20.1	22.8	(0.7)	21.1	26.0	(1.5)	17.0	19.5	19.2	(0.8)
Marine Corps	9.4	7.3	(0.5)	4.7	5.1	(0.7)	10.5	9.3	9.4	(0.6)
Air Force	24.5	21.0	(0.7)	24.7	16.6	(1.3)	21.9	18.0	18.5	(0.9)
Joint Services	9.4	9.7	(0.5)	1.5	7.7	(0.9)	12.2	8.6	9.0	(0.6)
Don't know	10.5	11.7	(0.5)	11.4	19.4	(1.3)	21.7	19.0	19.3	(0.8)

Note: Tabled values are percentages with standard errors in parentheses; correct responses for each slogan are underlined. Estimates are based on interviews with 5,445 young males, 1,174 older males, and 3,293 females.

Source: Questions 510-513, 610-615.

percent correctly identifying "Be all you can be." Following this, the newer Marine Corps slogan--"We're looking for a few good men"--was recognized by 60 percent of the young male respondents. In response to "It's not just a job, it's an adventure," virtually the same number of young males made the mistaken attribution to the Army (33 percent) as made the correct attribution to the Navy (34 percent). The Air Force slogan--"...a great way of life"--was often incorrectly attributed to the Army (27 percent) or the Navy (22 percent). The joint services slogan ("It's a great place to start") was identified correctly by the lowest percentage of young males (18 percent); as was the case with a number of other slogans, it was most often thought to be associated with the Army (39 percent). Propensity only seemed to be related to identification of "The few, the proud, the Marines," with negative propensity young males more likely than positive propensity young males to correctly identify it (87 percent vs. 81 percent, respectively).

The pattern for older males is similar, but not identical, to that of the young males. The older males were most accurate on the older Marine Corps slogan ("The few...") with 84 percent identifying it correctly. About 81 percent correctly identified the Air Force "Aim high" slogan; this is, however, a significantly smaller percentage than was evident in the young males' data (88 percent). A smaller proportion of older males than young males correctly identified the Army slogan as well (70 percent vs. 79 percent, respectively). In contrast, older males were more likely to be correct (69 percent) than young males (60 percent) on the "Few good men" Marine Corps slogan. As was the case with the young males, older males tended to be split on whether the Army (31 percent) or the Navy (35 percent) is "not just a job, it's an adventure." They are also fairly uncertain regarding the Air Force's connection with "a great way of life" (17 percent), being more likely to ascribe it to the Army (26 percent) or to the Navy (25 percent). The joint service slogan was also much more likely to be ascribed to the Army (39 percent) than to its correct source (13 percent). For these latter two slogans, older males were again less likely to be correct than were the young males. Propensity was not related to accuracy of identification for older males.

Some interesting results are indicated in Table 7.3 for the females. Unlike the males, the females were most likely to accurately identify the "Be all you can be," Army slogan (75 percent) or the "Aim high" Air Force slogan (75 percent). The Marine Corps slogan ("the few...") ranked only third among

females, although 73 percent ascribed it correctly. This proportion is significantly lower than those of young males (85 percent) and older males (84 percent) who correctly identified that slogan. The most striking sex difference, however, occurs with the newer "few good men" Marine Corps slogan. Only 36 percent of the females, compared with 60 percent of the young males and 69 percent of the older males, made the correct attribution to the Marine Corps. Females are even more likely than males to believe "It's an adventure" is an Army slogan (35 percent); only 24 percent accurately cited it as the Navy's slogan. The females fell between the two male groups in correctly assigning the "...great way of life" to the Air Force (19 percent); they were less likely to see the Navy as the source than the other two groups and equally likely to cite the Army. As was the case for both young and older males, only a small percentage of females (16 percent) recognized accurately the joint service slogan; they were also most likely (31 percent) to attribute it to the Army. For females, propensity was not clearly related to accuracy of slogan ascription.

Comparisons of 1984 and 1985 data reveal few significant differences. The only consistent difference occurred in all three market groups with the Air Force's "Aim high" slogan. Accuracy of identification was consistently higher in 1985 by between 4 and 5.6 percentage points.

In summary, the three slogans most frequently ascribed to their correct source were:

- "Aim high. Air Force."
- "The few, the proud, the Marines."
- "Be all you can be." (Army)

Females were significantly less accurate than males in identifying both of the Marine Corps slogans, the Navy slogan, and the Air Force's "Aim high" slogan. Otherwise, although some differences were noted between the market segments, the overall patterns were not appreciably different. In addition, propensity was not clearly related to accuracy of recognition. With regard to differences over time, the Air Force's "Aim high" slogan was slightly more likely to be correctly identified in 1985 than it was in 1984; otherwise, no meaningful differences were found between the two years. Finally, it appears that the Army is benefiting the most from joint service advertising. Two to three times as many respondents associate "It's a great place to start" with the Army than correctly attribute it to the joint service advertising program.

The slogan is three to seven times more likely to be identified with the Army than with any other Service. Indeed, the Army was most frequently cited whenever there was confusion as to the actual source of the slogan. The extensive advertising of the Army may make it seem to be a good guess when in doubt.

C. Media-Specific Awareness of Military Advertising

Respondents were asked whether they had ever received any unsolicited military recruiting literature in the mail, and whether they recalled seeing/hearing military advertising in the broadcast media or in the print media in the past year. Those who responded in the affirmative were subsequently asked to identify the Service(s) involved. Young males' and females' responses to these questions are presented in Table 7.4.

Not surprisingly, broadcast advertising clearly reaches the largest number of respondents, followed fairly closely by the print media. Direct mail advertising reaches a much lower proportion of individuals. Over 85 percent of the young males reported seeing or hearing military broadcast advertising, compared with 75 percent who saw print advertisements in the past year and 46 percent who had ever received unsolicited military literature in the mail. The Army was the Service most frequently mentioned as the source of the advertising: 54 percent cited it with regard to broadcast media, 49 percent with regard to print media, and 29 percent with regard to direct mail receipt. The Air Force and Marine Corps were mentioned secondarily for each of the media. Young males with positive propensity (77 percent) seem somewhat more likely to have noticed print advertising than those with negative propensity (74 percent). In addition, young males with negative propensity are more likely (49 percent) to report having received direct mail literature than those with positive propensity (40 percent); however, the 1985 negative-positive difference was much smaller than it had been in 1984 (60 percent vs. 45 percent). Propensity was not related to recall of broadcast advertising.

The proportions of females who reported seeing or hearing broadcast and print advertising over the past 12 months (85 percent for broadcast and 73 percent for print advertising) were similar to the young male proportions. A significantly lower percentage of females than young males reported ever having received direct mail literature: 27 percent versus 46 percent for young males. As was the case with the young males, the response to the probe question for all three media was most frequently the Army. The next most

Table 7.4. Receipt of Recruiting Literature and Awareness of Print and Broadcast Media Advertising

Advertising Medium <sup>a</sup> /Sponsor	Young Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total
<b>Received Literature from:</b>						
Army	25.0	31.2	29.4 (0.8)	13.3	17.7	17.2 (0.8)
Navy	12.5	17.0	15.7 (0.6)	3.0	5.0	4.7 (0.5)
Marine Corps	18.7	20.9	20.2 (0.7)	2.9	4.4	4.3 (0.4)
Air Force	14.3	15.8	15.4 (0.6)	6.0	8.2	7.9 (0.7)
National Guard/Reserve <sup>b</sup>	3.6	4.0	3.9 (0.3)	0.6	2.0	1.9 (0.3)
Joint Services	3.2	4.6	4.2 (0.4)	0.4	1.8	1.6 (0.3)
Don't remember sponsor	0.6	1.7	1.4 (0.2)	0.1	2.8	2.5 (0.4)
Any recruiting literature	39.9	49.0	46.3 (0.9)	20.1	28.5	27.5 (1.0)
<b>Saw Print Advertising of:</b>						
Army	50.3	47.9	48.6 (0.9)	53.8	48.7	49.3 (1.1)
Navy	24.9	25.8	25.6 (0.7)	23.1	22.7	22.7 (0.8)
Marine Corps	36.6	32.2	33.5 (0.8)	31.3	29.1	29.4 (1.0)
Air Force	38.1	34.2	35.4 (0.8)	33.1	27.8	28.4 (1.0)
National Guard/Reserve <sup>b</sup>	10.3	7.4	8.0 (0.5)	6.7	6.6	6.7 (0.5)
Joint Services	14.9	16.0	15.7 (0.6)	8.5	11.8	11.4 (0.7)
Don't remember sponsor	1.0	1.5	1.3 (0.2)	0.7	1.9	1.8 (0.3)
Any print advertising	77.4	74.4	75.3 (0.8)	74.5	72.7	72.9 (1.0)
<b>Saw/Heard Broadcast Advertising of:</b>						
Army	56.6	52.7	53.8 (0.9)	57.4	56.3	56.4 (1.0)
Navy	36.7	34.8	35.4 (0.8)	34.3	33.4	33.5 (1.0)
Marine Corps	44.2	42.2	42.8 (0.9)	40.6	38.8	39.0 (1.0)
Air Force	46.0	40.9	42.4 (0.8)	40.8	38.1	38.5 (1.0)
National Guard/Reserve <sup>b</sup>	16.5	15.6	15.8 (0.6)	10.2	10.3	10.3 (0.6)
Joint Services	24.4	30.6	28.8 (0.8)	20.2	23.8	23.3 (0.9)
Don't remember sponsor	0.6	0.8	0.8 (0.1)	1.3	1.6	1.6 (0.2)
Any broadcast advertising	85.9	86.6	86.4 (0.6)	83.6	85.4	85.2 (0.7)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,473 young males and 3,296 females. Items were not asked of older males.

<sup>a</sup>"Received literature" items refer to having ever received, while print advertising and broadcast advertising refer to past 12 months.

<sup>b</sup>Propensity estimates refer to Guard/Reserve Propensity; all other estimates refer to composite active propensity.

C"Joint Services" represents the Joint Recruiting Advertising Program.

Source: Questionnaire S05, 507, 510-513, 616-621.

frequent responses for the broadcast and print media probe were the Marine Corps and Air Force. Only 17 percent reported receiving unsolicited Army mail literature, and 10 percent or fewer reported receiving mail literature from any of the other Services. For females, positive propensity does not appear to be related to reports of either print or broadcast media exposure in the past year. Females were similar to males in that negative propensity females were more likely to report receiving unsolicited mail literature (29 percent) than were positive propensity females (20 percent).

Finally, it is interesting to note that reports of direct mail literature overall were significantly lower in 1985 than in 1984 for both market segments. Young males' reports of unsolicited mail contact were 46 percent in 1985, down from 56 percent in 1984; females' reports were 27 percent in 1985, down from 33 percent in 1984.

#### D. Computerized Career Information Systems

Young males and females were also asked whether their high school has a computerized system for providing career information. If so, they were asked whether they used it to get information about the military, and if this information had increased their interest in the military. Responses to these questions are presented in Table 7.5.

Over half of each of the market groups reported that their schools had a computerized career information system. Of these, about one-quarter of the males and one-fifth of the females reported using the system to get information about the military; over half (57 percent of the young males and 62 percent of the females) reported using the system, but not to get information about the military. Young males who used the system were significantly more likely than similar females to say that they used the system to obtain career information about the military (27 percent vs. 22 percent, respectively). Of those who had used the system to obtain such information, 44 percent of the young males and 39 percent of the females said that the data had increased their interest in the military.

Propensity is clearly related to responses to these questions. For both market groups, those with positive propensity were significantly more likely than those with negative propensity both to:

- use the system to obtain information about the military; and
- have their interest in the military increased as a result of the information obtained.

Table 7.5. Presence and Effect of Computerized Career Information at High Schools

Presence of System/Effect	Young Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity		Total
				Negative Propensity	Total	
Yes <sup>a</sup>	55.5	54.8	55.0 (0.9)	55.0	53.7	53.8 (1.1)
Used and obtained information about military	30.6	25.1	26.8 (1.1)	28.9	20.8	21.8 (1.2)
Increased interest in military <sup>c</sup>	68.7	30.9	44.0 (2.4)	84.7	29.9	38.8 (3.0)
Did not increase interest in military	31.3	69.1	56.0 (2.4)	15.3	70.1	61.2 (3.0)
Used but did not obtain information about military <sup>b</sup>	50.9	59.5	56.9 (1.2)	52.6	63.1	61.8 (1.4)
Did not use system <sup>b</sup>	18.5	15.3	16.3 (0.8)	18.4	16.1	16.4 (1.1)
No <sup>a</sup>	37.2	38.8	38.3 (0.9)	36.6	40.3	39.9 (1.1)
Don't know <sup>a</sup>	7.3	6.4	6.7 (0.4)	8.4	6.0	6.3 (0.5)

Note: Table values are percentages with standard errors in parentheses. Items were not asked of older males.

<sup>a</sup>Estimates are based on interviews with 5,418 young males (1,649 with positive propensity and 3,769 with negative propensity) and 3,264 females (384 with positive propensity and 2,880 with negative propensity).

<sup>b</sup>Estimates based on respondents who said "Yes" had computerized career information at their high schools: 2,941 young males (900 with positive propensity and 2,041 with negative propensity) and 1,729 females (207 with positive propensity and 1,522 with negative propensity).

<sup>c</sup>Estimates based on respondents who "Used and obtained information about military": 764 young males (267 with positive propensity and 497 with negative propensity) and 375 females (59 with positive propensity and 316 with negative propensity).

Source: Questions 710-712.

It also appears that either more schools have computerized career information systems or that more students knew about such systems in their schools in 1985 than in 1984; for 16-21 year-old males and females, the 1985 reports of system presence were higher than 1984 reports by about 4.5 percentage points. However, similar percentages used, and were influenced by, the systems in 1985 and 1984.

#### E. Informal Sources of Information

Respondents were also asked about their exposure to more informal sources of information: i.e., family and friends. They were asked whether they had spoken about military service with anyone in the past 12 months and, if so, with whom they had spoken. Information was also sought about whether a close friend or relative had enlisted in any of the Services within the past six months. The responses to these questions for all three market groups are presented in Table 7.6.

Overall, about two-fifths of the young males, one-fifth of the females and only 13 percent of older males reported discussing the possibility of serving in the military with anyone in the past year. The contrasts between young males and the other two market groups are the most striking. All three groups seemed as likely to have these discussions with friends as with family. For all market segments, those with positive propensity were more likely to have discussed military service with someone than those with negative propensity. For both young males and females, negative propensity respondents who reported having discussed military service showed no real preference for family versus friends. Young male and female positive propensity respondents, on the other hand, were more likely to report discussions with family than discussions with friends. The reporting pattern for positive propensity older males was just the opposite: friends were more often consulted than family. This probably indicates that younger individuals are more likely than older individuals to rely on their family members for advice on substantive--e.g., career--issues.

Finally, in 1985, young males were more likely to report that they had talked about military service with someone than was the case in 1984 (43 percent vs. 37 percent, respectively). Older males and females did not demonstrate any changes in this time period.

Table 7.6. Informal Sources of Information About Military Service

Sources of Information	Young Males			Older Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity		Total	Positive Propensity	Negative Propensity	Total
				Positive Propensity	Negative Propensity				
<u>Discussed service in the military with anyone during past year</u>									
Yes	66.1	32.6	42.5 (0.9)	53.1	9.6	13.5 (1.1)	58.0	16.9	21.7 (0.9)
Friends	35.1	17.8	23.0 (0.7)	34.6	6.5	9.0 (0.9)	30.2	8.7	11.3 (0.6)
Family	42.8	14.8	23.2 (0.7)	20.2	3.6	5.1 (0.7)	40.1	8.6	12.4 (0.7)
Other	5.1	1.5	2.6 (0.3)	0.9	0.0	0.1 (0.1)	3.3	0.8	1.1 (0.2)
No	33.9	67.4	57.5 (0.9)	46.9	30.4	36.5 (1.1)	42.0	83.1	78.3 (0.9)
<u>Close friend/relative enlisted within past six months</u>									
Yes	50.2	39.3	42.6 (0.9)	33.6	19.0	20.3 (1.4)	46.5	38.4	39.3 (1.1)
No	49.8	60.7	57.4 (0.9)	66.4	81.0	79.7 (1.4)	53.5	61.6	60.7 (1.1)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,474 young males, 1,177 older males, and 3,301 females.

Source: Questions 510-513, 682-684.

Table 7.6 also shows that young males and females are more likely (43 percent and 39 percent, respectively) than older males (20 percent) to have had a close relative or friend join a military Service in the past half-year. In addition, positive propensity individuals in all three market groups were more likely to report the enlistment of a relative or friend than their negative propensity counterparts. Whether this association indicates that enlistment of a close family member or friend creates a more positive outlook on the military or simply previously shared attitudes among family and friends is unknown.

No differences between the 1984 and 1985 data were evident for older males and females. Young males, however, were more likely to report having a close friend or relative enlist in 1985 than was the case in 1984 (43 percent vs. 39 percent, respectively).

#### F. Information Seeking by Mail and Telephone

Young males and females were also asked about relatively active information seeking behavior--whether they had made a toll-free telephone call for information about the military or sent a postcard or coupon requesting information within the previous 12 months, and, if they had, which Service(s) they had inquired about. Responses to these questions are presented in Table 7.7. The results indicate that only 2.5 percent of the young males and 1.2 percent of the females made a toll-free call for information about the military. The data also show that positive propensity individuals of both market segments were more likely to call than their negative propensity counterparts.

In comparison, significantly higher proportions of both young males and females reported having mailed a postcard or coupon in the previous 12 months for information about the military (16 percent and 10 percent overall, respectively). Females were most likely to have asked about the Army and the Air Force. Young males also frequently asked about these two Services in addition to the Marines. For both market groups, positive propensity was associated with having made any mailed request and having requested information specifically about the Army and the Air Force (and the Marines, for the young men).

Requests for information about the military by mail appear to have decreased somewhat for both young males and females since 1984. Overall figures decreased by about 6 percentage points, and the positive propensity figures decreased by between 6 and 9 points.

Table 7.7. Information-Seeking by Mail and Telephone

Information-Seeking Activity/Service	Young Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total
<u>Made a toll-free call for information about:</u>						
Army	1.4	0.6	0.8	(0.1)	2.0	0.2
Navy	1.5	0.4	0.7	(0.1)	1.4	0.1
Marine Corps	1.3	0.2	0.5	(0.1)	0.6	0.1
Air Force	0.9	0.5	0.6	(0.1)	2.4	0.2
National Guard/Reserve <sup>a</sup>	1.0	0.1	0.3	(0.1)	0.8	0.1
Joint Services	0.1	0.0	0.0	(**)	0.0	0.0
Don't remember Service	0.0	0.0	0.0	(**)	0.0	0.0
Any toll-free call	4.9	1.5	2.5	(0.2)	5.3	0.7
<u>Mailed a postcard or coupon for information about:</u>						
Army	7.6	2.6	4.1	(0.3)	7.3	1.2
Navy	3.0	1.3	1.8	(0.2)	2.4	0.5
Marine Corps	6.4	2.0	3.3	(0.3)	1.2	0.4
Air Force	6.9	1.5	3.1	(0.3)	5.6	0.9
National Guard/Reserve <sup>a</sup>	1.6	0.5	0.7	(0.1)	1.4	0.2
Joint Services	0.3	0.1	0.2	(0.1)	0.2	0.1
Don't remember Service	0.0	0.1	0.1	(-)	0.0	0.0
Any mailed request	18.4	6.3	9.9	(0.5)	15.2	2.5

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,475 young males and 3,299 females. Items were not asked of older males.

<sup>a</sup>propensity estimates refer to Guard/Reserve Propensity; all other estimates refer to composite active propensity.

Source: Questions 505, 507, 510-513, 622, 623, 625, 626.

#### G. Contact with Recruiters

Respondents were asked about contact they had ever had with military recruiters, which Service(s) the recruiter(s) represented, and how the contact initially had been made (e.g., by telephone, at school or recruiting station). Responses to these items are presented in Table 7.8. Overall, 40 percent of young males and older males and 22 percent of females reported having spoken with a military recruiter at some time to get information about the military.

Of the four active Services examined by these questions, the Army appears to have made the largest number of contacts. About one-fourth of the males and one-eighth of the females reported contact with an Army recruiter. For young and older males, the remainder of the Services showed proportions of between 10 percent and 12 percent. The percentage of females reporting contact ranged from 4 to 6 percent for the remaining Services. Overall, few individuals had contact with a military recruiter.

The most common methods of initiating contact were getting a phone call from the recruiter and talking with the recruiter at school. Almost 16 percent of the young males and about 11 percent of the females reported contact at school. For each of these two younger groups, a relatively smaller proportion (12 percent of the young males and only 4 percent of the females) reported having received a phone call initially from the recruiter. The older males were more similar to the females than to the young males in their reporting of school contact (12 percent) and having gotten a phone call (5 percent) as the method of first contact. In addition, and undoubtedly because they are older, they were more likely than either of the two younger groups to have first made contact at a recruiting station: 14 percent versus 7 percent of the young males and 3 percent of the females.

Overall, for each of the market groups, individuals with positive propensity are more likely than those with negative propensity to have spoken with a military recruiter from any Service. Among young males, positive propensity is associated with recruiter contact for all Services. Among older males and females, positive propensity is associated with only contact with an Army recruiter.

Respondents who reported that they had spoken with a military recruiter were asked to list the enlistment options or advantages of joining the service they remembered discussing with the recruiters. The percentages of individuals

Table 7.8. Contact with Recruiters by Service Represented and Method of First Contact

Sponsor/Method of First Contact	Young Males			Older Males			Females				
	Positive Propensity		Negative Propensity	Positive Propensity		Negative Propensity	Positive Propensity		Positive Propensity		
	Total	Propensity	Propensity	Total	Propensity	Propensity	Total	Negative Propensity	Total		
Army											
Got a phone call	5.3	6.9	6.4	(0.4)	1.1	3.0	2.8	(0.5)	3.2	3.0	(0.4)
Made a phone call	2.3	1.1	1.4	(0.2)	6.2	1.7	2.1	(0.4)	2.7	0.6	(0.2)
At recruiting station	5.5	2.7	3.5	(0.3)	9.2	5.4	5.8	(0.8)	3.5	0.9	(0.2)
At job fair	0.3	0.1	0.2	(0.1)	0.0	0.3	0.3	(0.1)	0.9	0.2	(0.1)
At school	10.3	6.9	7.9	(0.5)	4.5	6.4	6.3	(0.8)	9.7	5.2	(0.5)
Some other way (or don't know)	3.5	1.4	2.0	(0.3)	5.2	2.2	2.5	(0.6)	1.8	0.5	(0.2)
Any contact with Army recruiter	27.3	19.1	21.5	(0.7)	26.3	19.1	19.7	(1.4)	21.7	10.5	(0.7)
Navy											
Got a phone call	3.2	3.8	3.6	(0.3)	0.7	1.4	1.3	(0.4)	0.3	0.4	(0.1)
Made a phone call	0.9	0.5	0.6	(0.1)	1.7	1.1	1.1	(0.3)	1.2	0.4	(0.1)
At recruiting station	3.1	1.6	2.1	(0.2)	5.8	4.6	4.7	(0.7)	1.6	0.2	(0.1)
At job fair	0.5	0.1	0.2	(0.1)	0.0	0.1	0.1	(0.1)	0.2	0.2	(0.1)
At school	5.7	3.6	4.2	(0.3)	2.4	2.9	2.9	(0.5)	3.9	1.9	(0.3)
Some other way (or don't know)	1.3	0.6	0.8	(0.1)	4.5	1.2	1.5	(0.4)	0.9	0.2	(0.1)
Any contact with Navy recruiter	14.7	10.1	11.4	(0.6)	14.9	11.3	11.6	(1.0)	8.1	3.4	(0.4)
Marine Corps											
Got a phone call	3.7	3.3	3.4	(0.3)	1.1	1.5	1.5	(0.4)	0.8	0.5	(0.1)
Made a phone call	1.4	0.2	0.6	(0.1)	0.0	0.8	0.7	(0.3)	0.0	0.1	(0.1)
At recruiting station	3.3	1.5	2.1	(0.2)	5.8	4.1	4.3	(0.7)	1.3	0.4	(0.1)
At job fair	0.3	0.1	0.1	(0.1)	0.0	0.5	0.4	(0.3)	0.0	0.0	(0.1)
At school	8.4	3.5	4.9	(0.4)	1.6	2.9	2.8	(0.6)	3.4	1.9	(0.3)
Some other way (or don't know)	1.6	1.0	1.2	(0.2)	4.4	1.6	1.8	(0.4)	1.8	0.5	(0.2)
Any contact with Marine Corps recruiter	18.7	9.6	12.3	(0.6)	13.0	11.3	11.5	(1.1)	7.4	3.6	(0.4)
Air Force											
Got a phone call	1.5	1.7	1.7	(0.2)	2.5	0.4	0.6	(0.2)	0.2	0.5	(0.1)
Made a phone call	1.0	0.3	0.6	(0.1)	0.8	1.3	1.2	(0.3)	2.7	0.4	(0.1)
At recruiting station	1.8	1.3	1.5	(0.2)	1.6	4.5	4.3	(0.7)	2.4	1.3	(0.3)
At job fair	0.6	0.2	0.4	(0.1)	0.0	0.1	0.1	(0.1)	0.5	0.2	(0.1)
At school	7.8	3.4	4.7	(0.4)	4.0	4.3	4.3	(0.7)	6.2	2.6	(0.3)
Some other way (or don't know)	1.6	0.7	1.0	(0.2)	1.9	0.5	0.6	(0.2)	0.7	0.3	(0.1)
Any contact with Air Force recruiter	14.5	7.7	9.7	(0.5)	10.9	11.1	11.1	(1.1)	12.7	5.3	(0.5)
Any Military Recruiter											
Got a phone call	10.9	12.3	11.9	(0.6)	3.2	5.3	5.1	(0.7)	4.0	4.0	(0.4)
Made a phone call	4.3	2.1	2.7	(0.3)	7.9	4.4	4.7	(0.7)	6.1	1.3	(0.3)
At recruiting station	10.1	5.6	7.0	(0.4)	17.5	14.1	14.4	(1.2)	6.7	2.4	(0.4)
At job fair	1.5	0.4	0.7	(0.1)	0.0	0.7	0.6	(0.3)	1.4	0.5	(0.2)
At school	22.8	13.0	15.9	(0.6)	9.4	12.0	11.8	(1.1)	18.8	9.7	(0.6)
Some other way (or don't know)	7.3	3.3	4.5	(0.4)	12.1	5.0	5.6	(0.8)	5.2	1.3	(0.3)
Any contact with a military recruiter	53.1	34.6	40.1	(0.9)	49.3	38.9	39.8	(1.7)	41.0	19.4	(0.9)

Note: Tabled values are percentages with standard errors in parentheses. Contact with Army, Navy, Marine Corps, Air Force use composite Active Propensity estimates. Estimates for contact with Army, Navy, Marine Corps, and Air Force Recruiters include active and Reserve components. Estimates are based on interviews with 5,476 young males, 1,177 older males, and 3,300 females. "Any contact" includes all reported contacts.

a=Inferior standard error not available.

-Estimate rounds to zero.

Source: Questions 510-513, 628, 629, 632, 635, 638 and 641.

offering answers to this open-ended item are presented in Table 7.9. (The total sample is used as the base in the presentation and discussion.) "Money for education after service" was the single item most often remembered by each of the market segments. Approximately 16 percent of the young males, 10 percent of the older males, and 10 percent of the females offered this response. The next largest overall percentage was the 6 percent of older males who cited recollection of discussion about the cash enlistment bonus. About 5 percent of young males recalled discussing good pay, cash bonus, travel, and skills training. Females also reported these issues next in terms of frequency, but at lower levels. Travel was the tertiary item (5 percent) for older males.

Comparisons between 1984 and 1985 data on recruiter contact by specific Services revealed no differences. The only difference in reported content of discussions indicated that young males were more likely to report discussing money for post-Service education in 1985 (16 percent) than in 1984 (13 percent), possibly due to introduction of the new GI Bill in 1985.

#### H. Armed Services Vocational Aptitude Battery

Respondents were also asked whether they had ever taken the Armed Services Vocational Aptitude Battery (ASVAB). If they had, they were asked where they took the test. Responses to these items are presented in Table 7.10. Equal proportions of young and older males (21 percent) reported ever having taken the ASVAB; only 14 percent of females said they had ever taken it.

The pattern of the data suggest that positive propensity individuals were more likely than negative propensity individuals to have taken the ASVAB test. Only the data for the older males, however, were significant (34 percent for positive propensity vs. 19 percent, for negative propensity).

Not surprisingly, given their age, virtually equal proportions (13 percent) of young males and females reported taking the ASVAB at school. Some young males (6 percent) also reported taking it at a Military Entrance Processing Station; only 1.4 percent of females reported this. Among the older males, only 8 percent reported taking the ASVAB at school, but another 9 percent said they had taken it at a Military Entrance Processing Station.

In comparing 1985 with 1984 data, there is some indication that positive propensity older males and negative propensity females were more likely to have taken the ASVAB in 1985 than in 1984. The meaningfulness of these data are suspect, however, because they are unsystematic and there are no other differences between the two years regarding the ASVAB.

Table 7.9. Content of Discussions with Recruiters

Discussion Content	Young Males			Older Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total
Money for education after service	19.4	14.8	16.2 (0.6)	10.9	10.1	10.2 (1.1)	18.6	8.4	9.6 (0.6)
Cash bonus	6.5	4.2	4.9 (0.4)	9.5	5.8	6.2 (0.9)	3.0	1.6	1.8 (0.3)
Good pay	6.7	4.2	5.0 (0.4)	5.7	1.7	2.1 (0.4)	6.3	2.4	2.8 (0.4)
Skills training	6.2	3.5	4.3 (0.3)	5.8	3.5	3.7 (0.6)	8.3	1.5	2.3 (0.3)
Travel	6.5	3.9	4.7 (0.4)	10.1	4.3	4.8 (0.7)	3.8	1.8	2.1 (0.3)
Guaranteed type of training	6.8	2.6	3.8 (0.3)	5.4	2.4	2.7 (0.6)	1.9	1.3	1.3 (0.2)
Guaranteed job assignment at end of training	2.9	1.2	1.7 (0.2)	5.0	2.2	2.5 (0.5)	3.0	0.9	1.1 (0.2)
Guaranteed location for training	1.1	0.8	0.9 (0.2)	1.0	1.0	1.0 (0.3)	1.2	0.3	0.4 (0.1)
Job satisfaction	3.1	1.2	1.8 (0.2)	2.8	1.2	1.3 (0.3)	2.2	0.7	0.9 (0.2)
Advance pay grade	0.9	0.6	0.7 (0.1)	2.6	0.7	0.9 (0.3)	0.8	0.3	0.3 (0.1)
Training for leadership	2.3	0.7	1.2 (0.2)	1.6	1.8	1.8 (0.5)	1.6	0.5	0.6 (0.1)
Two-year enlistment	0.8	0.6	0.7 (0.1)	0.0	1.0	1.0 (0.4)	0.6	0.1	0.2 (0.1)
Adventure	2.0	0.6	1.0 (0.2)	1.1	0.5	0.5 (0.2)	1.4	0.6	0.7 (0.2)
Good people to work with	1.1	0.3	0.5 (0.1)	0.0	0.3	0.3 (0.2)	0.4	0.3	0.3 (0.1)
Equal opportunity	0.1	0.1	0.1 (0.0)	0.0	0.2	0.2 (0.1)	0.3	0.1	0.1 (0.1)
Other	13.4	6.1	8.2 (0.5)	10.3	9.1	9.2 (0.9)	6.5	3.9	4.2 (0.4)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,476 young males, 1,177 older males, and 3,300 females. Data indicate the percent of individuals from the total sample who talked to recruiters about the listed item. Respondents could give multiple responses to the question; therefore, tabled percentages will not sum to 100 percent.

Source: Questions 510-513, 628, 644.

Table 7-10. Location Where Armed Services Vocational Aptitude Battery Was Taken

Test-Taking Status	Young Males			Older Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total
Ever taken ASVAB test	22.3	19.7	20.5 (0.7)	34.3	19.1	20.5 (1.4)	17.1	14.1	14.4 (0.8)
Taken at high school	13.2	13.3	13.3 (0.6)	14.4	7.9	8.4 (1.0)	13.3	12.6	12.7 (0.7)
Taken at Military Entrance Processing Station	7.9	5.0	5.9 (0.4)	13.5	8.9	9.3 (1.0)	3.6	1.0	1.4 (0.2)
Taken somewhere else	1.2	1.5	1.4 (0.2)	6.4	2.2	2.6 (0.6)	0.2	0.4	0.4 (0.1)

Note: Tabled values are percentages with standard errors in parentheses. Estimates are based on interviews with 5,463 young males, 1,173 older males and 3,291 females.

Source: Questions 510-513, 645, 647.

## I. Levels of Information Exposure

As a general indicator of information exposure, a count was made of the number of information sources with which young males and females reported contact.\* Five information sources were considered:

- advertising;
- informal contacts (friends, family, school);
- mailing a card or making a toll-free phone call;
- recruiter contact; and
- taking the ASVAB.

Table 7.11 presents an index ranging from 0 to 5 which was created from the number of information sources cited.

Virtually all of the young males (97 percent) and females (95 percent) reported contact with one or more information sources. Young males, however, indicated exposure to more sources than females. For example, exposure to three or more information sources occurred for approximately 34 percent of young males but only 23 percent of females. This pattern of results is not surprising given that young males are the primary market group for recruiters.

Propensity is also systematically related to information exposure for both young males and females. More positive propensity respondents (56 percent males, 46 percent females) indicated greater exposure to three or more information sources than negative propensity respondents (34 percent males, 20 percent females).

Information gathering activities can be classified along a passive to active continuum. Because more active information gathering requires greater personal involvement, only more positively inclined individuals will initiate activities. Thus, the percentage of individuals engaged in active information-gathering activities will be lower than the percentage engaged in relatively passive activities.

In Table 7.12, the information exposure/seeking behaviors discussed throughout this chapter have been ordered as a function of the passive-active continuum along the left margin. The percentage of respondents in each of the three market segments reporting each of these behaviors is presented. In general, as expected, the percentages of respondents decrease from the top to the bottom of the table--i.e., from passive to active behavior. The different

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\* Older males were omitted since they were not asked some of the questions.

Table 7.11. Levels of Information Exposure

Levels of Information Exposure	Young Males			Females		
	Positive Propensity	Negative Propensity	Total	Positive Propensity	Negative Propensity	Total
No information exposure	2.2	3.3	2.9 (0.3)	3.7	5.5	5.3 (0.4)
One source only	13.6	29.7	24.9 (0.8)	18.0	38.8	36.4 (1.0)
Two sources only	28.6	32.8	31.6 (0.8)	32.1	36.0	35.6 (1.0)
Three sources only	30.2	22.1	24.5 (0.8)	27.9	14.9	16.5 (0.8)
Four sources only	19.1	10.1	12.8 (0.6)	15.4	4.2	5.6 (0.5)
All five sources	6.4	1.9	3.2 (0.3)	2.8	0.5	0.8 (0.2)

Note: Tabled values are percentages with standard errors in parentheses. Interviews with 5,478 young males, 1,180 older males, and 3,301 females. Estimates are based on

aSources include advertising, informal contacts (friends, family, school personnel), mailing card or coupon or making toll-free call, recruiter contact, and test-taking whether it is relevant to the active services or the reserves.

Source: Questions 510-513, 616, 618, 620, 622, 625, 645, 682, 683.

**Table 7.12. Summary of Information Awareness and Information-Seeking Behavior**

Source Table	Information Source/Behavior	Young Males	Older Males	Females
7.1	Advertising awareness (aided or unaided)--all Services			
	Maximum reported	88.4 (0.6)	85.6 (1.2)	87.7 (0.7)
	Minimum reported	43.2 (0.8)	45.4 (1.7)	38.1 (1.0)
7.3	Slogan recognition--active Services only			
	Maximum reported	88.1 (0.6)	84.1 (1.2)	75.3 (0.9)
	Minimum reported	18.3 (0.7)	12.8 (1.2)	16.0 (0.8)
7.4	Saw/heard broadcast advertising	86.4 (0.6)	a	85.2 (0.7)
7.4	Saw print advertising	75.3 (0.8)	a	72.9 (1.0)
7.4	Received literature	46.3 (0.9)	a	27.5 (1.0)
7.6	Close friend/relative enlisted in past six months	42.6 (0.9)	20.3 (1.4)	39.3 (1.1)
7.6	Discussed service in past year	42.5 (0.9)	13.5 (1.1)	21.7 (0.9)
7.8	Any recruiter contact <sup>b</sup>	28.2 (0.6)	34.7 (1.2)	20.0 (0.6)
7.5	Used computer system at school to obtain information about military	26.8 (1.1)	a	21.8 (1.2)
7.7	Mailed card	9.9 (0.5)	a	4.0 (0.4)
7.7	Made toll-free call	2.5 (0.2)	a	1.2 (0.2)
7.10	Has taken ASVAB <sup>c</sup>	7.2 (0.4)	12.1 (0.6)	1.7 (0.2)

Note: Data are percentages with standard errors in parentheses.

<sup>a</sup>Item not asked of older males.

<sup>b</sup>Excludes "got a phone call" as first contact with any recruiter.

<sup>c</sup>Excludes ASVAB taken at high school.

time frames used in the questions may partly explain the anomalies shown in the data. The question about recruiter contact, for example, asked about lifetime experience while the question about discussing military service asked about the past year and the question about having a close friend or relative enlist asked about the past six months. Despite the anomalies, the relationships are sufficiently consistent with the hypothesized continuum, both for 1984 and 1985, to assert that the classification is meaningful.

#### J. Summary

The influences and information seeking about military service is conceptualized as lying along a passive-to-active continuum. Passive activities generally involve exposure to information without the recipient's direct action (e.g., seeing or hearing advertising). Active behaviors are those initiated by individuals to learn more about the military (e.g., mail card, visit a recruiter). The results discussed in this chapter are highlighted below in the order of their position on this continuum.

##### 1. Advertising Awareness

- Awareness of advertising for each of the four active Services ranged from 73 to 88 percent for the young males, 68 to 86 percent for the older males, and 71 to 88 percent for the females. Seeing or hearing National Guard/Reserve advertising (between 52 and 64 percent) and joint services advertising (between 51 and 59 percent) was lower. The Coast Guard had the lowest degree of awareness (between 38 percent and 45 percent).
- The Army had the highest levels of awareness for all three market segments, being cited by over 85 percent of each group.
- The 1985 data showed levels of advertising awareness 3 to 10 percentage points lower than those found in 1984. All three market groups showed decreasing patterns of awareness for all Service advertising and Joint Services advertising.

##### 2. Recognition of Military Advertising Slogans

- The three slogans which were correctly identified most frequently were for the Air Force ("Aim high"), the Marine Corps' "The few, the proud..." and the Army, "Be all you can be." Between 70 and 88 percent of the market groups attributed these slogans to their correct sponsor.

- The joint service slogan and the Air Forces' "...a great way of life" were infrequently recognized. Where accurate recognition was low, respondents were most likely to incorrectly ascribe the slogan to the Army.

3. Media-Specific Awareness of Military Advertising

- Having seen broadcast advertising about the military was reported by over 85 percent of young males and females. Over 70 percent reported seeing military advertising in print. Less than one-half of young males and about one-quarter of females reported receiving unsolicited mail literature.
- The Army was the Service most frequently recalled by respondents as the source of each of these types of media advertising.
- Differences in awareness as a function of propensity were mixed. Both positive propensity females and young males were less likely to report having received literature in the mail than their negative propensity counterparts. Yet, positive propensity young males were more likely to report seeing military advertising in print than were negative propensity young males.
- Females were less likely than males to report receiving literature about the military through the mail.
- Both young males and females reported lower frequencies of receiving military mail literature in 1985 than was the case in 1984.

4. Computerized Career System

- A little over half of the young males and females reported that their schools had a computerized career information system. Of these, about one-fourth of the males and one-fifth of the females said they had used the system to get information about the military.
- Of the respondents who used the computerized system to get information about the military, about two-fifths said that the information had increased their interest in the military.

##### 5. Informal Sources of Information

- Under half of the young males, about one-fifth of the females, and between one-seventh and one-eighth of the older males reported having spoken with someone in the past year about military service. Friends were consulted about as often as family.
- For all market segments, positive propensity individuals were more likely to have discussed military service with someone than those with negative propensity.
- About two-fifths of young males and females and only one-fifth of older males reported having a close friend or relative join the military in the previous six months. This event was more likely to be reported by positive than negative propensity respondents in all three market groups.

##### 6. Information Seeking by Mail and Telephone

- Less than 10 percent of queried respondents reported having requested information about the military by mail. Less than 3 percent sought information using a toll-free telephone number. Females were less likely to seek information using either of these methods than were males.
- Positive propensity respondents in both market groups were more likely than negative propensity respondents to have used either of these methods to obtain information about the military.
- Reported use of both of these methods of information seeking in 1985 was down by about 6 percentage points from 1984.

##### 7. Contact with Recruiters

- About two-fifths of both groups of males and one-fourth of the females reported contact with a military recruiter at some point. The contacts were most likely to have been made in school for the two younger groups and at a recruiting station or, secondarily, at school, for the older males.
- Positive propensity is associated with a greater likelihood of recruiter contact for all individual Services for young males.
- The Army had the greatest frequency of reported recruiter contact.

- "Money for education after service" (educational benefits) was the issue cited most often, though still infrequently, in recruiter contacts; only 16 percent of the young males and about 10 percent of the older males and females recalled this topic.
8. Armed Services Vocational Aptitude Battery (ASVAB)
- About one-fifth of the male groups and even fewer of the females reported having taken the ASVAB. Higher frequencies of test-taking were reported by the positive propensity members of each market group than were reported by the negative propensity members; this was especially apparent in the older male sample.
  - Young males and females were most likely to have taken the ASVAB at their school. Older males were split between taking the ASVAB at school or at a Military Entrance Processing Station.
9. Levels of Information Exposure
- About 97 percent of young males and 95 percent of females reported exposure to one or more sources of information about military service. Young males reported exposure to the greatest number of information sources; about 34 percent reported exposure to three or more sources, compared to about 23 percent of the females.
  - Propensity was also related to information exposure. Positive propensity respondents indicated greater exposure to three or more information sources (56 percent males, 46 percent females) than negative propensity respondents (34 percent males, 20 percent females).



## 8. RECRUITING PRIORITY GROUPS AND PROPENSITY

Earlier chapters in this report presented analyses of young people's propensity to enlist for military service, and the relationship of this propensity to sociodemographic characteristics, alternative activities, attitudes and norms, enlistment incentives, advertising, and recruiter contact. We examined these relationships overall for the three market groups--young males, older males, and females. We now present more detailed analyses of these relationships using a market segmentation approach. Market segmentation divides respondents into Recruiting Priority Groups (RPGs) following the approach initiated in 1983 and refined in 1984.

In this chapter we briefly discuss the scheme used to classify young males and females into RPGs, and, next, we compare RPGs according to selected sociodemographic, educational, and economic characteristics. Finally, we examine the propensity of those in the various RPGs to join the military. Relevant data from 1983 and 1984 are examined in light of the 1985 results and, where appropriate, the comparisons are discussed.

### A. Defining Recruiting Priority Groups

The concept of Recruiting Priority Groups attempts to make YATS II results more useful, particularly to recruiters. Recruiters' primary objective is to identify and recruit the best qualified personnel, i.e., those who will adapt successfully to military life, learn the skills of their occupational specialty, and perform their jobs well. Not all young people are equally qualified or desirable for military service by these criteria. It is useful, then, to characterize potential recruits in terms of their desirability to the military, and then to classify them into distinct market segments that can be ranked according to their recruiting priority.

Two established indicators of recruit quality are educational attainment and aptitude (Cheatham 1978; Department of Defense 1981; Reeg 1981; Toomepuu 1981; Vitola, Guinn, and Wilbourn 1977). Earning a high school diploma is an important indicator of educational attainment and is the best single indicator of potential adaptability to military life (Department of Defense 1978). In completing high school, young people participate in group learning situations, learn tolerance for others and adaptability to rules and regulations, show

persistence, and generally mature. It is acquisition of such characteristics, more than the high school education itself, that probably underlies successful adaptation to the military.

The Services also want recruits who can learn new tasks and perform them competently. The military generally defines acceptable aptitude as the ability to score at or above the 50th percentile on the Armed Forces Qualification Test (AFQT). Because AFQT scores are not available for most YATS respondents, we have used self-reported high school grades to approximate aptitude. Grades clearly are not a surrogate for AFQT scores but can serve as a substitute measure because they are related to AFQT scores, they are available in the YATS data set, and they are easy to apply and understand.

Young males and females were each segmented into five Recruiting Priority Groups (RPGs) based on respondents' high school grades and whether they had a high school diploma status:

- Higher Aptitude High School Graduates
- Lower Aptitude High School Graduates
- College Students
- Young High School Students
- Non-completers.

Figure 8.1 shows the composition and rank order of the RPGs. The group with the highest enlistment priority includes high school graduates with higher grades (not in college), and current seniors with higher grades (not planning to go to college). These Higher Aptitude High School Graduates (current and future) account for 16 percent of the young males and 22 percent of the females. The second highest group in enlistment priority includes high school graduates with lower grades (not in college) and current seniors with lower grades (not planning to go to college). These Lower Aptitude High School Graduates (current and future) make up 18 percent of the young males and 13 percent of the females.

College Students are third highest in enlistment priority. This group includes current College Students and seniors with higher grades who said they planned to attend college. Twenty-three percent of the young males and 30 percent of the females are in this group. Young High School Students (current sophomores and juniors) are fourth in enlistment priority. This RPG represents 22 percent of the young males and 19 percent of the females.

Figure 8.1. Rank Order and Composition of Recruiting Priority Groups

<u>Young Males</u>	<u>Females</u>	<u>RPG Description</u>
Higher Aptitude High School Graduates 15.6%	Higher Aptitude High School Graduates 22.1%	<u>Higher Aptitude High School Graduates</u>  GRADUATES who had higher high school grades and who are not currently in college  SENIORS with higher grades who do not plan to go to college
Lower Aptitude High School Graduates 17.7%	Lower Aptitude High School Graduates 12.6%	<u>Lower Aptitude High School Graduates</u>  GRADUATES who had lower high school grades and who are not currently in college  SENIORS with lower grades
College Students 23.3%	College Students 29.6%	<u>College Students</u>  GRADUATES who are now college freshmen and sophomores  SENIORS with higher grades who plan to go to college
Young High School Students 21.8%	Young High School Students 18.6%	<u>Young High School Students</u>  High school sophomores and juniors
Non-completers 21.6%	Non-completers 17.2%	<u>Non-completers</u>  Those who left high school without graduating

Note: Percentages are based on weighted data.

Source: Questions 404, 406-408, 411, and 700.

The lowest enlistment priority group are Non-completers, those who left high school without graduating. This group comprises 22 percent of young males and 17 percent of females.

Comparisons of the 1984-1985 distributions of respondents in the young male and female RPGs show little variation. For the young males, there are slightly fewer Lower Aptitude High School Graduates and College Students, and more Non-completers in the 1985 sample than in 1984. The 1985 female sample shows slightly fewer college students than in 1984. These differences are small; they range from only 3 to 4.5 percentage points. Because of some differences between the current (1984, 1985) RPG algorithm and the one used in 1983, comparisons are not made with the 1983 distribution.

#### B. Sociodemographic Characteristics of RPGs

In this section we compare the RPGs in terms of age, race/ethnicity, and marital status. Data are shown separately for young males and females.

##### 1. Young Males

Selected sociodemographic characteristics of the young male RPGs are shown in Table 8.1. The clear correspondence between age and RPG classification was expected, given the strong relationship of high school graduation to age. Young males in the two highest priority groups are older, on the average, than those in the three other groups: 76 percent of High Aptitude High School Graduates and 85 percent of Lower Aptitude High School Graduates were 18 years old or older. Sixty-one percent of the College Students, 3 percent of the Young High School Students, and 53 percent of the Non-completers were this old. The College Students are concentrated in the 17 to 19 year old age range. Young High School Students are nearly all 16 or 17 years old.

Comparisons of 1984 and 1985 data for age show no overall differences for young males but do reveal some variation within RPGs. Both High School Graduate groups are more likely to be older (19-21) in 1985 than in 1984. Also, Non-completers in 1985 are more likely to be younger (16-18) than they had been in 1984. The differences are about 7 percentage points.

There is little difference among the RPGs in race/ethnicity. For young males overall, 77 percent are white, 11 percent are black, 9 percent are Hispanic, and 3 percent were "other." College Students showed a slightly higher proportion of whites than other RPGs. Lower Aptitude High School graduates in 1985 are more likely to be black or Hispanic than they were in 1984. Young High School Students in 1985 are less likely to be black than was

**Table 8.1. Selected Sociodemographic Characteristics of Young Male Recruiting Priority Groups**

Sociodemographic Characteristic	Recruiting Priority Group					Total (n = 5,478)
	(1) Higher Aptitude High School Graduates (n = 815)	(2) Lower Aptitude High School Graduates (n = 970)	(3) College Students (n = 1,308)	(4) Young High School Students (n = 1,203)	(5) Non-completers (n = 1,182)	
<u>Age</u>						
16	5.0	2.6	6.0	76.8	21.6	24.0 (0.7)
17	19.2	12.5	32.5	20.0	25.1	22.6 (0.7)
18	18.1	18.6	30.8	2.1	16.1	17.2 (0.6)
19	19.3	21.8	18.6	0.6	12.3	14.0 (0.6)
20	18.4	23.1	7.4	0.1	12.2	11.3 (0.5)
21	19.9	21.4	4.7	0.4	12.7	10.8 (0.5)
<u>Race/Ethnicity</u>						
White	77.6	75.0	79.5	76.8	74.6	76.8 (0.8)
Black	12.0	15.0	8.5	9.5	12.4	11.2 (0.6)
Hispanic	8.6	8.3	8.5	9.8	10.5	9.2 (0.5)
Other	1.8	1.6	3.6	3.9	2.4	2.8 (0.3)
<u>Marital Status</u>						
Never married	93.7	91.7	99.0	99.4	93.5	95.8 (0.4)
Married	6.0	6.8	0.8	0.3	5.3	3.5 (0.3)
Other	0.3	1.5	0.1	0.3	1.2	0.7 (0.2)

Note: Tabled values are percentages with standard errors in parentheses.

a "Other" includes widowed, divorced, and separated.

Source: Questions 403, 404, 406-408, 411, 693, 700, 714, 715.

the case in 1984. Overall, however, the racial/ethnic breakdown does not differ between 1984 and 1985.

At the time of the interview, 96 percent of all young males had never married. Those not in school are most likely to be married: 6 percent of Higher Aptitude Graduates, 7 percent of Lower Aptitude Graduates, and 5 percent of Non-completers. These are essentially the same as the 1984 figures.

## 2. Females

Table 8.2 presents data on the sociodemographic characteristics of the female RPGs. The age structures are similar to those of the Young Male RPGs. About 80 percent of those in the two highest priority groups are 18 or older, College Students are concentrated between the ages of 17 and 19 (inclusive), and nearly all of the Young High School Students are 16 or 17.

The overall race/ethnicity distribution for females is nearly identical to that for young males: 76 percent white, 12 percent black, 9 percent Hispanic, and 3 percent other. Female College Students and Non-completers are slightly less likely to be black than other RPGs. Non-completers are slightly more likely to be Hispanic. Otherwise, the female RPGs differ little in race/ethnicity.

At the time of the interview, females were over twice as likely to have been married (12 percent) as young males (4 percent). Again, RPGs not currently in school are most likely to include married persons--about one-fifth of Higher Aptitude Graduates, Lower Aptitude Graduates, and Non-completers.

Although there are some 1984-1985 differences for females for age, race/ethnicity and marital status, they are small and scattered. Like the young male data, none of the overall figures differs across the two years.

## C. Educational Characteristics of RPGs

### 1. Young Males

Table 8.3 presents data on several educational characteristics for young males: number of years of education completed, type of high school curriculum studied, desire more education, perceived ability to pay for further education themselves, completion of a college entrance examination, and math or technical courses taken in high school. Since high school graduation is one basis for classification of the young people in RPGs, the strong relationship between years of education completed and RPG class seen in this table is

**Table 8.2. Selected Sociodemographic Characteristics of Female Recruiting Priority Groups**

Sociodemographic Characteristic	Recruiting Priority Group					Total (n = 3,301)
	(1) Higher Aptitude High School Graduates (n = 715)	(2) Lower Aptitude High School Graduates (n = 409)	(3) College Students (n = 998)	(4) Young High School Students (n = 608)	(5) Non-completers (n = 571)	
<u>Age</u>						
16	2.2	3.0	5.4	85.9	16.6	21.3 (0.9)
17	19.6	13.3	36.1	11.8	24.8	23.2 (0.9)
18	19.3	21.4	29.0	1.7	14.5	18.3 (0.9)
19	19.6	19.7	20.4	0.3	18.2	16.0 (0.8)
20	18.1	24.2	5.4	0.2	12.0	10.7 (0.6)
21	21.1	18.3	3.7	0.1	13.9	10.5 (0.6)
<u>Race/Ethnicity</u>						
White	75.9	73.0	79.1	74.8	73.3	75.8 (1.0)
Black	13.3	15.2	11.0	13.7	10.6	12.5 (0.8)
Hispanic	8.5	10.0	6.5	8.2	13.1	8.8 (0.6)
Other	2.4	1.7	3.3	3.3	3.1	2.9 (0.4)
<u>Marital Status</u>						
Never Married	76.3	75.0	96.8	98.7	75.9	86.3 (0.7)
Married	21.2	21.2	2.5	0.5	19.9	11.6 (0.7)
Other	2.5	3.8	0.7	0.8	4.2	2.1 (0.3)

Note: Tabled values are percentages with standard errors in parentheses.

a "Other" includes widowed, divorced, and separated.

Source: Questions 403, 404, 406-408, 411, 693, 700, 714, 715.

Table 8.3. Educational Characteristics of Young Male Recruiting Priority Groups

Educational Characteristic	Recruiting Priority Group					Total (n = 5,478)
	(1) Higher Aptitude High School Graduates (n = 815)	(2) Lower Aptitude High School Graduates (n = 970)	(3) College Students (n = 1,308)	(4) Young High School Students (n = 1,203)	(5) Non-completers (n = 1,182)	
<u>Years of Education Completed</u>						
Less than 10	0.0	0.0	0.0	22.9	18.9	9.1 (0.5)
10	0.0	0.0	0.0	77.1	26.9	22.6 (0.7)
11	26.4	18.6	39.3	0.0	40.2	25.2 (0.7)
12	58.0	72.5	37.2	0.0	11.5	33.0 (0.8)
Some college/vocational school	15.6	9.0	23.5	0.0	2.6	10.1 (0.5)
<u>Type of High School Curriculum</u>						
College preparatory	62.4	52.9	87.1	70.0	62.6	68.3 (0.8)
Vocational/technical	29.2	38.2	8.6	23.8	31.3	25.1 (0.8)
Business/commercial	8.4	8.9	4.3	6.3	6.1	6.6 (0.4)
<u>Desire More Education or Training</u>						
	81.8	74.8	99.7	97.1	81.8	88.1 (0.6)
<u>How Much Educational Expense Could You Pay</u>						
All	24.0	19.4	33.8	3.8	13.9	18.9 (0.7)
More than half	16.4	13.4	20.9	7.0	12.7	14.1 (0.6)
About one half	23.1	24.1	22.8	12.7	24.1	21.2 (0.7)
About one fourth	7.5	10.0	11.8	3.4	9.1	8.4 (0.5)
Less than one fourth	7.2	6.5	9.5	2.9	5.1	6.2 (0.4)
<u>Taken College Entrance Exam</u>						
	49.1	40.0	79.7	28.8	27.6	45.6 (0.9)
<u>High School Math/Technical Courses<sup>a</sup></u>						
Elementary courses <sup>b</sup>	2.0	1.6	2.2	2.0	1.7	1.9 (0.0)
Advanced courses <sup>c</sup>	1.7	1.0	2.6	2.4	1.4	1.9 (0.0)
Total courses	3.7	2.6	4.7	4.4	3.1	3.8 (0.0)

Note: Tabled values are percentages with standard errors in parentheses.

<sup>a</sup>Data are mean number of courses taken or planned to take in high school.

<sup>b</sup>Includes elementary algebra, plane geometry, and business math.

<sup>c</sup>Includes computer science, intermediate algebra, trigonometry, calculus, physics.

Source: Questions 404, 406, 407, 408, 410, 411, 414, 698, 700, 701, 702-709.

to be expected. Those in the three highest priority groups have all completed 11 or more years of school.\* Young High School Students completed 10 or fewer years of school. Sixteen percent of the Higher Aptitude Graduates and 9 percent of Lower Aptitude Graduates completed some college or vocational education beyond high school.

About two-thirds of all young males said their (previous or current) high school curriculum was college preparatory; 62 percent of the Higher Aptitude Graduates and 52 percent of the Lower Aptitude Graduates reported having had college preparatory curricula, as did 87 percent of the College Students and 70 percent of the Young High School Students. Most young males in each RPG who did not have a college preparatory curriculum reported having had a vocational or technical curriculum.

Large majorities in each RPG say they want more education or training, including 82 percent of the Higher Aptitude Graduates, 75 percent of the Lower Aptitude Graduates, and nearly all College Students and Young High School Students. Those desiring more schooling were asked about what proportion of the cost they could pay themselves (using scholarships, loans, savings, earnings, and help from family). About two-fifths of those in the three highest priority groups (Higher and Lower Aptitude Graduates and College Students) estimate that they could pay for half the cost or less of further schooling, as is also indicated in Chapter 5 (Table 5.2). These results suggest that educational benefits may be an important incentive for enlistments.

Taking a college entrance examination is related to age and aptitude. Young High School Students and Non-completers are least likely to have taken a college entrance examination. College Students are most likely to have taken one. Higher Aptitude Graduates are more likely to have taken one (49 percent have) than Lower Aptitude Graduates (40 percent have).

Higher Aptitude Graduates report more math or technical courses on the average than do Lower Aptitude Graduates. Higher Aptitude Graduates say they had taken (or planned to take) an average of 3.7 courses, whereas the Lower Aptitude group reported 2.6 courses. College Students report having taken the

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\* Since current high school seniors are assigned to the three highest priority groups along with high school graduates, these groups have substantial proportions of individuals with only 11 years of schooling. Fourteen percent of the Non-completers reported having completed 12 years or more of education; these respondents completed Adult Basic Education (ABE) or General Educational Development (GED) certificates.

most courses (4.7). Young High School Students also report taking, or planning to take, a relatively high number (4.4). Non-completers report having taken an average of 3.1 such courses.

Comparisons of the educational characteristics of the young male RPGs for 1984 through 1985 reveal a few scattered, generally small, differences.

## 2. Females

Table 8.4 presents these educational characteristics for female RPGs. The number of years of education females have completed overall is very similar to what young males report and is related to RPG classification in the same way. Females are about as likely as young males to have had a college preparatory curriculum (71 percent). Again, Higher Aptitude Graduates (63 percent) and College Students (88 percent) are more likely to have had a college preparatory curriculum than Lower Aptitude Graduates (56 percent) and Non-completers (60 percent). Three-fourths of the Young High School Students report they are taking a college preparatory curriculum. Females who have had a non-college preparatory curriculum are about equally likely to report a vocational/technical curriculum and a business/commercial curriculum.

Most females say they want more education or training. About four-fifths of those in the two highest priority groups report this, as do nearly all of the College Students. These females are somewhat more likely than their young male counterparts to believe they will have difficulty paying for continued schooling: 47 percent of Higher Aptitude Graduates, 51 percent of Lower Aptitude Graduates, and 53 percent of College Students say they could pay half the cost or less. Over half the female High Aptitude Graduates had taken a college entrance examination, as had about two-fifths of the Lower Aptitude Graduates and four-fifths of the College Students.

Females had about the same number of math or technical courses in high school as young males. Female Higher Aptitude Graduates report having had 3.4 such courses on the average. Lower Aptitude Graduates report an average of 2.3 such courses. As was the case with the young males, female College Students and Young High School Students report having taken or planning to take the most math/technical courses (an average of 4.2 and 4.4, respectively).

There are only scattered differences for the educational characteristics of female RPGs in comparing 1984 and 1985 data; most did not reach conventional levels of significance. The one clearly significant set of differences concerns taking a college entrance exam. Overall, and for each of the female RPGs,

Table 8.4. Educational Characteristics of Female Recruiting Priority Groups

Educational Characteristic	Recruiting Priority Group					Total (n = 3,301)
	(1) Higher Aptitude High School Graduates (n = 715)	(2) Lower Aptitude High School Graduates (n = 409)	(3) College Students (n = 998)	(4) Young High School Students (n = 608)	(5) Non-completers (n = 571)	
<u>Years of Education Completed</u>						
Less than 10	0.0	0.0	0.0	18.2	17.3	6.4 (0.5)
10	0.0	0.0	0.0	81.8	25.1	19.5 (0.8)
11	22.0	16.3	40.6	0.0	38.5	25.5 (1.0)
12	61.8	71.2	37.0	0.0	14.9	36.1 (1.1)
Some college/vocational school	16.3	12.5	22.4	0.0	4.1	12.5 (0.7)
<u>Type of High School Curriculum</u>						
College preparatory	63.2	55.6	87.9	75.3	60.0	71.5 (1.0)
Vocational/technical	16.9	21.9	6.7	13.3	21.7	14.6 (0.8)
Business/commercial	19.9	22.5	5.3	11.3	18.4	14.0 (0.7)
<u>Desire More Education or Training</u>						
	82.4	82.4	98.4	97.2	90.4	91.2 (0.6)
<u>How Much Educational Expense Could You Pay</u>						
All	21.1	16.3	29.2	4.2	13.9	18.5 (0.9)
More than half	11.3	12.3	16.3	3.9	11.4	11.5 (0.6)
About one half	28.2	26.1	23.6	14.1	27.0	23.7 (0.9)
About one fourth	13.9	14.1	16.7	4.7	9.7	12.3 (0.7)
Less than one fourth	5.2	11.3	11.9	3.1	8.8	8.2 (0.6)
<u>Taken College Entrance Exam</u>						
	54.7	38.7	83.2	32.2	29.4	52.6 (1.1)
<u>High School Math/Technical Courses<sup>a</sup></u>						
Elementary courses <sup>b</sup>	2.0	1.6	2.1	2.1	1.7	1.9 (0.0)
Advanced courses	1.4	0.7	2.1	2.3	1.4	1.7 (0.0)
Total courses	3.4	2.3	4.2	4.4	3.1	3.6 (0.0)

Note: Tabled values are percentages with standard errors in parentheses.

<sup>a</sup>Data are mean number of courses taken or planned to take in high school.

<sup>b</sup>Includes elementary algebra, plane geometry, and business math.

<sup>c</sup>Includes computer science, intermediate algebra, trigonometry, calculus, physics.

Source: Questions 404, 406, 407, 408, 410, 411, 414, 698, 700, 701, 702-709.

respondents were more likely to report having taken a college entrance exam in 1985 than had been the case in 1984.

D. Employment Characteristics of RPGs

1. Young Males

Table 8.5 shows employment characteristics of young male RPGs. Three-fifths of all young males were employed at the time of the survey--32 percent full-time and 28 percent part-time. Twenty-three percent were unemployed and looking for a job, and 17 percent were unemployed and not looking for a job. Members of the two highest priority RPGs were more likely than those in other groups to be employed; 74 percent of Higher Aptitude and 80 percent of Lower Aptitude High School Graduates were employed compared to 55 percent of College Students, 36 percent of Young High School Students, and 59 percent of Non-completers.

The majority of Higher and Lower Aptitude Graduates were employed full-time; only about one-fifth in either of these RPGs was employed part-time. Most who were not employed were looking for work. Students were likely to be working part-time; 40 percent of College Students and 31 percent of Young High School Students were working part-time, compared with about 22 percent of Non-Completers.

About three-fourths of all young males believed that finding a full-time job was difficult, and about two-fifths believed it difficult to find a part-time job. There were no substantial differences among RPGs in this respect.

Young males who were employed worked an average of 31 hours per week. Higher and Lower Aptitude Graduates averaged 37 hours per week, and Non-completers averaged 33 hours per week. Students worked less but still averaged more than 20 hours per week. A half to two-thirds in the RPGs worked on the weekend more often than once a month.

There were no differences among RPGs with respect to job satisfaction; between 77 and 79 percent of those who were working in each young male RPG expressed satisfaction with their jobs.

Data on employment characteristics for RPGs were also compared for 1984 and 1985. Figure 8.2 shows the patterns of full-time employment for the young male RPGs. The 3 percentage point overall decline from 1984 to 1985 is significant, but inspection of individual RPG data indicates that only the College Students showed a significant decline (23 percent to 15 percent). Further inspection of the data (not shown in figure) indicates that the decline in full-time employment for college students is primarily accounted for by individuals who are not employed, but looking (15 percent in 1984, 19 percent in 1985). These college students may be willing to consider military service.

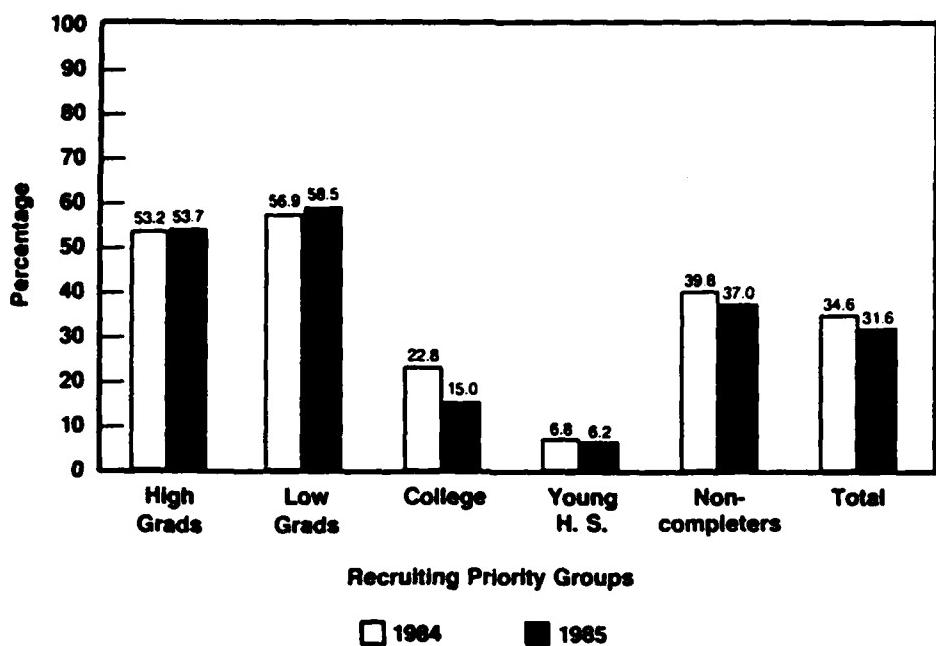
Table 8.5. Employment Characteristics of Young Male Recruiting Priority Groups

Employment Characteristic	Recruiting Priority Group				
	(1) Higher Aptitude High School Graduates (n = 814)	(2) Lower Aptitude High School Graduates (n = 968)	(3) College Students (n = 1,304)	(4) Young High School Students (n = 1,201)	(5) Non-completers (n = 1,180) Total (n = 5,467)
<u>Employment Status</u>					
Employed full-time	53.7	58.5	15.0	6.2	31.6 (0.8)
Employed part-time	20.4	21.2	40.2	31.3	27.8 (0.8)
Not employed, looking	15.5	15.6	19.0	36.9	23.5 (0.7)
Not employed, not looking	10.4	4.6	25.8	25.6	17.1 (0.7)
<u>Perception that Finding a Job is Difficult</u>					
Full-time job	71.7	76.5	73.8	78.2	74.7 (0.7)
Part-time job	39.1	43.0	38.3	43.0	44.6 (0.9)
<u>Characteristics of Work</u>					
Mean hours worked per week	37.0	36.8	27.4	23.2	33.5 (0.3)
<u>Frequency of weekend work</u>					
Every week	35.3	39.6	49.6	49.2	40.6 (0.9)
2 or 3 times a month	19.1	13.7	13.8	17.0	16.2 (0.7)
Once a month or less	13.1	11.6	5.4	8.5	11.0 (0.5)
Never	32.6	35.1	31.2	25.3	32.2 (0.9)
Satisfied with Present Job	77.6	77.6	76.8	79.5	79.5 (0.7)

Note: Tabled values are percentages with standard errors in parentheses.

Source: Questions 404, 406, 407, 408, 411, 416, 417, 419, 424, 425, 431, 436, 437, 700.

**Figure 8.2 Full-Time Employment for Young Male RPGs, 1984 and 1985**



Other cross-year comparisons showed that perceptions that finding full-time work is difficult decreased from 1984 to 1985 (79 percent in 1984, 75 percent in 1985). This is the case overall as well as for Higher Aptitude Graduates and College Students who show declines of 8 and 5 percentage points, respectively.

## 2. Females

Table 8.6 presents employment characteristics for the female RPGs. Here we see that, although most females are employed (53 percent overall), they are more likely to be working part-time (31 percent) than full-time (22 percent). For those not employed, 22 percent are looking for work, and 25 percent are not. Most Higher Aptitude (67 percent) and Lower Aptitude High School Graduates (64 percent) are working, while College Students (55 percent), Young High School Students (34 percent), and Non-Completers (44 percent) are less likely to be employed. Most of those working in the two highest priority groups are working full-time. Lower Aptitude Graduates are more likely than Higher Aptitude Graduates to be unemployed and looking for work (25 percent compared to 16 percent).

Table 8.6. Employment Characteristics of Female Recruiting Priority Groups

Employment Characteristic	Recruiting Priority Group					Total (n = 3,295)
	(1) Higher Aptitude High School Graduates (n = 711)	(2) Lower Aptitude High School Graduates (n = 409)	(3) College Students (n = 997)	(4) Young High School Students (n = 608)	(5) Non-completers (n = 570)	
<u>Employment Status</u>						
Employed full time	42.6	41.0	10.4	3.3	20.0	21.7 (0.9)
Employed part time	24.4	23.0	44.8	30.6	24.1	31.3 (1.0)
Not employed, looking	16.2	24.6	16.2	31.1	28.8	22.2 (0.9)
Not employed, not looking	16.8	11.4	28.6	35.0	27.1	24.8 (1.0)
<u>Perception that Finding a Job is Difficult</u>						
Full-time job	81.4	83.2	82.1	82.5	80.2	81.9 (0.8)
Part-time job	43.7	47.3	40.4	46.7	49.7	44.8 (1.1)
<u>Characteristics of Work</u>						
Mean hours worked per week	33.0	32.5	24.3	20.1	28.8	27.6 (0.3)
Frequency of weekend work						
Every week	37.8	45.8	54.3	52.7	42.9	47.1 (1.2)
2 or 3 times a month	16.4	17.5	11.3	13.0	19.4	14.9 (0.9)
Once a month or less	5.3	4.1	5.7	5.6	6.1	5.4 (0.5)
Never	40.5	32.5	28.6	28.7	31.6	32.5 (1.1)
Satisfied with Present Job	77.4	67.8	79.3	77.5	69.9	75.5 (1.1)

Note: Tabled values are percentages with standard errors in parentheses.

Source: Questions 404, 406, 407, 408, 411, 416, 417, 419, 424, 425, 431, 436, 437, 700.

Females are more likely than young males to believe it difficult to find a full-time job (82 percent vs. 75 percent). About two-fifths of all females believe it is difficult to find a part-time job, as was true with young males. There were no differences among RPGs.

Females who were working, or had worked, averaged 28 hours per week--somewhat fewer hours than young males. As expected, the two highest priority groups worked more hours per week than those in other RPGs. Higher Aptitude Graduates worked an average of 33 hours per week, and Lower Aptitude Graduates worked an average of 32, compared with 29 hours per week for Non-completers, 24 for College Students, and 20 for Young High School Students. In all RPGs, more than half to about two-thirds of those who worked, worked weekends more than once a month.

Three-fourths of all working females expressed satisfaction with their jobs--a figure similar to that for young males. For females, however, there is some difference among RPGs. Among Higher Aptitude Graduates, College Students, and Young High School Students, 77 to 79 percent were satisfied with their jobs, compared to only 68 percent of Lower Aptitude Graduates and 70 percent of Non-completers.

Comparison of female RPG data from 1984 and 1985 found that College Students are significantly less likely and young High School Students marginally less likely to be employed full-time in 1985 than in 1984 by 6 and 3 percentage points, respectively. The two groups are both more likely to be employed part-time in 1985 (8.5 and 8 percentage points, respectively). In addition, females overall are less likely to be unemployed and looking for work in 1985 than in 1984; this tendency is also marginally significant for College and Young High School Students. In 1985, females overall, as well as the three lowest priority groups were less likely to think that finding a part-time job is difficult than they had been in 1984. Finally, in 1985 females overall and College Students were significantly less likely to report working on weekends than they had reported in 1984.

As we have noted in discussing the characteristics of RPGs in earlier YATS II reports, the College Students in both markets appear to be the highest quality, based on math and technical courses and education. Most will continue college rather than enlist, however. Higher Aptitude High School Graduates are, by definition, more desirable recruits than either Lower Aptitude Graduates or Non-completers. They are more likely to have had a college preparatory curriculum, and they have had more math and technical courses in high school.

Both Higher and Lower Aptitude Graduates show more persistence than Non-completers in that the former are more likely to be employed and work more hours per week on the average (in addition to their having finished high school). The Young High School Students' capabilities are less predictable.

E. Enlistment Prospects of RPGs

1. Males

Tables 8.7 and 8.8 show enlistment propensity levels for the young male and female Recruiting Priority Groups. Service-specific propensity, Composite Active Propensity, propensity to enlist in the National Guard and Reserve, and composite Reserve Component Propensity are reported here.

As is shown in Table 8.7, 29.8 percent of all young males express positive propensity to enlist in one or more of the active Services; 20.8 percent express positive propensity to enlist in the National Guard or Reserves. As also shown in Table 8.7, propensity level varies among RPGs. The rank order of RPGs according to Composite Active Propensity is:

	<u>Active</u>	<u>Reserve</u>
Young High School Students	42.1	27.6
Non-completers	35.6	21.2
Lower Aptitude H.S. Graduates	27.0	21.2
High Aptitude H.S. Graduates	26.1	21.6
College Students	17.4	13.4

The two lowest priority groups (Young High School Students and Non-completers) have higher propensity to enlist for active service than the other three groups. In addition, the Young High School Students are significantly more likely to be of high propensity than the Non-completers. College Students have the lowest Composite Active Propensity. Higher and Lower Aptitude High School Graduates do not differ in Composite Active Propensity. It is also of some interest to note that, for Higher and Lower Aptitude Graduates and College Students, Composite Active Propensity and Composite Reserve Component Propensity do not differ significantly.

Comparisons of positive active propensity estimates for young male RPGs during 1984-1985 appear in Figure 8.3. Inspection of the figure shows that there has been virtually no change in propensity over this period of time.

Table 8.7. Positive Enlistment Propensity of Young Male Recruiting Priority Groups

Propensity Measure	Recruiting Priority Group				
	(1) Higher Aptitude High School Graduates (n = 815)	(2) Lower Aptitude High School Graduates (n = 970)	(3) College Students (n = 1,308)	(4) Young High School Students (n = 1,203)	(5) Non-completers (n = 1,182) Total (n = 5,478)
<u>Active Propensity</u>					
Army	12.5 (1.4)	13.3 (1.5)	6.4 (0.8)	20.6 (1.4)	20.5 (1.4)
Navy	9.6 (1.4)	11.9 (1.4)	5.9 (0.8)	13.8 (1.2)	12.3 (1.2)
Marine Corps	10.2 (1.5)	8.3 (1.0)	5.2 (0.8)	14.6 (1.3)	12.8 (1.2)
Air Force	12.7 (1.6)	13.7 (1.3)	9.6 (1.0)	23.0 (1.6)	15.1 (1.3)
Composite Active Propensity	26.1 (2.0)	27.0 (1.8)	17.4 (1.3)	42.1 (1.8)	35.6 (1.7)
<u>Reserve Component Propensity</u>					
National Guard	11.5 (1.5)	10.9 (1.1)	6.8 (0.9)	16.1 (1.4)	12.9 (1.1)
Reserve	17.3 (1.7)	16.5 (1.5)	10.0 (1.0)	21.8 (1.5)	16.7 (1.3)
Composite Reserve Component Propensity	21.6 (1.9)	21.2 (1.7)	13.4 (1.2)	27.6 (1.6)	21.2 (1.4)

Note: Tabled values are percentages with standard errors in parentheses.

Source: Questions 404, 406, 407, 408, 411, 505, 507, 510-513, 700.

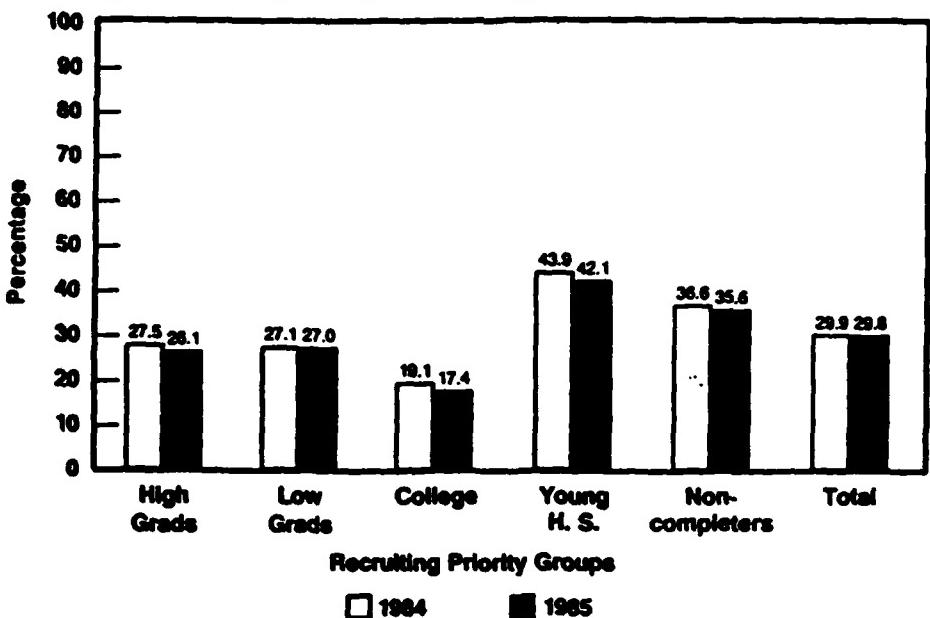
**Table 8.8. Positive Enlistment Propensity of Female Recruiting Priority Groups**

Propensity Measure	Recruiting Priority Group					Total (n = 3,301)
	(1) Higher Aptitude High School Graduates (n = 715)	(2) Lower Aptitude High School Graduates (n = 409)	(3) Young College Students (n = 998)	(4) High School Students (n = 608)	(5) Non-completers (n = 571)	
<b>Active Propensity</b>						
Army	3.1 (0.7)	5.5 (1.4)	3.6 (0.7)	10.0 (1.4)	9.1 (1.4)	5.9 (0.5)
Navy	3.5 (0.8)	4.7 (1.4)	2.8 (0.6)	7.1 (1.2)	5.4 (1.0)	4.5 (0.4)
Marine Corps	2.3 (0.6)	3.3 (1.2)	1.4 (0.4)	5.1 (1.0)	4.1 (1.0)	3.0 (0.3)
Air Force	5.0 (0.9)	7.3 (1.5)	4.9 (0.8)	10.1 (1.4)	7.0 (1.2)	6.5 (0.5)
Composite Active Propensity	7.8 (1.1)	13.0 (2.0)	8.1 (1.0)	20.8 (2.0)	13.0 (1.6)	11.9 (0.7)
<b>Reserve Propensity</b>						
National Guard	3.7 (0.8)	3.7 (1.2)	2.3 (0.5)	5.7 (1.2)	4.5 (0.9)	3.8 (0.4)
Reserve	5.3 (1.0)	7.5 (1.6)	4.3 (0.7)	10.2 (1.5)	6.7 (1.1)	6.5 (0.5)
Composite Reserve Propensity	6.4 (1.1)	9.0 (1.7)	5.1 (0.8)	12.1 (1.6)	8.0 (1.2)	7.7 (0.5)

Note: Tabled values are percentages with standard errors in parentheses.

Source: Questions 404, 406, 407, 408, 411, 505, 507, 510-513, 700.

**Figure 8.3 Propensity for Young Male RPGs, 1984 and 1985**



## 2. Females

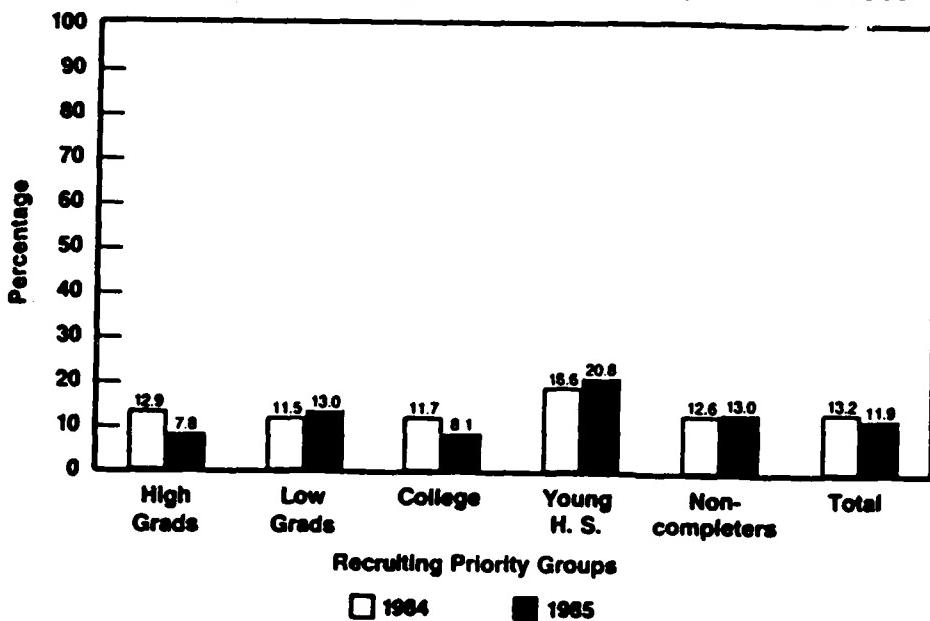
Female RPGs show the same general patterns of propensity (Table 8.8) as the young males, although there is less variation among the groups. Composite Active and Reserve propensities for females are as follows:

	<u>Active</u>	<u>Reserve</u>
Young High School Students	20.8	12.1
Non-completers	13.0	8.0
Lower Aptitude H.S. Graduates	13.0	9.0
High Aptitude H.S. Graduates	7.8	6.4
College Students	8.1	5.1

Young High School Students have significantly higher propensity to enlist for service in either the active Services or the Reserve Component than do the other groups. In addition, for active propensity, Non-Completers and Lower Aptitude Graduates have significantly higher propensity than Higher Aptitude Graduates and College Students. Lower Aptitude Graduates and Non-Completers also have significantly higher propensity for Reserve service than do College Students.

Cross-year comparisons for composite propensity were made for female RPGs for 1984 and 1985 (Figure 8.4). Results for Active propensity showed significant 1984-1985 declines for Higher Aptitude Graduates (13 percent to 8 percent) and for College Students (12 percent to 8 percent). Results for Reserve propensity showed no significant 1984-1985 differences.

**Figure 8.4 Propensity for Female RPGs, 1984 and 1985**



#### F. Summary

The young male and female markets are segmented into Recruiting Priority Groups (RPGs) to help focus recruiter activities. Five priority groups were identified on the basis of high school graduation and high school grades:

- Higher Aptitude High School Graduates,
- Lower Aptitude High School Graduates,
- College Students,
- Young High School Students, and
- Non-completers.

The groups were compared on sociodemographic, educational, and employment characteristics and propensity to join the military. The data generated support the validity of the criteria on which the groups were created and ordered.

##### 1. Sociodemographic Characteristics of RPGs

- Young male and female RPGs differ by age in similar ways. The two highest priority groups, Higher and Lower Aptitude High School Graduates, tend to be oldest (76 to 85 percent are 18 and older); Young High School Students are youngest (with 97 percent of both males and females being 16 and 17); and College Students and Non-completers show the broadest age ranges (53 to 61 percent are 18 or older).

- Young male or female RPGs do not differ greatly in racial composition; 75 to 79 percent of each group is white, with about half of the remainder being black.
  - Females are more likely to be married than are young males.
  - The highest proportions of married respondents for both young males and females are in the Higher and Lower Aptitude Graduates (about 6 percent for males and 21 percent for females), and in the Non-completers (about 5 percent for males and 20 percent for females).
  - In general, the sociodemographic characteristics of the RPGs were similar in 1984 and 1985.
2. Educational Characteristics of RPGs
- Years of completed education is strongly related to RPGs because of classification criteria used to create the groups.
  - About two-thirds of young males and females report following a college preparatory high school curriculum. College Students and Young High School Students are most likely to report this.
  - For those who do not follow a college preparatory curriculum, young males are more likely to select a vocational/technical than a business curriculum, while females are about equally likely to select either of these noncollege programs.
  - Large majorities of young males and females in all RPGs desire more education or training; for Higher and Lower Aptitude Graduates, the percentages range from 75 to 82 percent. Nearly all College Students want more schooling.
  - Young males and females in the three highest priority groups (Higher and Lower Aptitude Graduates and College Students) believe they will have some difficulty paying for further schooling; about two-fifths of young males in these RPGs say they could pay for half or less of the estimated costs involved; about one-half of females in these RPGs could pay half these costs or less.
  - Given the interest expressed in further schooling and perceived difficulty in paying for it, educational benefits may be an important enlistment incentive to both young males and females in the three highest priority groups.

- Between 1984 and 1985, all female RPGs showed an increased likelihood of having taken a college entrance exam.

### 3. Employment Characteristics of RPGs

- For young males, about three-fourths of Higher and Lower Aptitude Graduates are employed (about 55 percent in each group work full-time, and about 20 percent work part-time).
- About two-thirds of female Higher and Lower Aptitude Graduates are employed (around 40 percent work full-time and 25 percent work part-time).
- About two-fifths of both males and females in the three highest priority groups (Higher and Lower Aptitude Graduates and College Students) believe it is difficult to find a part-time job; three-fourths or more believe it is difficult to find a full-time job.
- Young male Higher and Lower Aptitude Graduates who are employed work an average of almost 40 hours a week; comparable females average about 33 hours a week. More than half of these four groups work weekends twice a month or more.
- About 78 percent of young male Higher and Lower Aptitude Graduates say they are satisfied with their current jobs; 77 percent of female Higher Aptitude Graduates and 68 percent of Lower Aptitude Graduates are similarly satisfied.
- Despite an overall 1984-1985 decline in full-time employment among young males, in 1985 four of the groups remained at 1984 levels with only college students showing a significant 1984 to 1985 decline (23 percent to 15 percent). There was also a tendency to perceive finding a full-time job as less difficult between 1984 and 1985.
- Comparison of 1984 and 1985 employment figures for females reveal few consistent differences across RPGs except that all females in 1985 are less likely to report being unemployed and looking for a job than they had reported in 1984.

### 4. Enlistment Prospects of RPGs

- The five young male RPGs show few significant differences in either Composite Active Propensity or Composite Reserve Propensity.

- When young males are ranked by propensity, Young High School Students are highest (42 active, 28 percent Reserve), followed by Non-completers (35 percent active, 21 percent Reserve), Lower Aptitude High School Graduates (27 percent active, 21 percent Reserve), Higher Aptitude High School Graduates (26 percent active, 22 percent Reserve), and College Students (17 percent active, 13 percent Reserve).
- The two lowest priority groups among the young males (Young High School Students and Non-completers) have significantly higher active propensity levels than the three highest priority groups; Young High School Students have significantly higher Reserve propensity than other RPGs.
- Young male College Students have significantly lower propensity-- both active and Reserve--than other RPGs.
- The two highest priority groups (Higher and Lower Aptitude High School Graduates) are about equally likely to consider military service; and they are about as likely to consider active service and service in the Reserve component.
- For females, propensity of the RPGs is consistently lower than for young males.
- Female Young High School Students have the highest active propensity (21 percent) followed by Noncompleters and Lower Aptitude High School graduates (both 13 percent active, 8 to 9 percent Reserve), and Higher Aptitude Graduates and College Students (both 8 percent active, 5 to 6 percent Reserve).
- Male RPGs show essentially the same levels of Active propensity in 1985 as in 1984. Females showed significant 1984-1985 declines for Higher Aptitude Graduates (13 to 8 percent) and for College Students (12 to 8 percent).

## 9. RECRUITING PRIORITY GROUPS AND SELECTED ENLISTMENT RELATED ISSUES

In Chapters 5-7 we examined the relationship of propensity to join the military and various other factors expected to influence the enlistment decision. In this chapter, we extend those analyses to the five Recruiting Priority Groups (RPGs) within the young male and female subsamples. Specifically, we consider the effects of knowledge of pay and enlistment incentives, awareness of military advertising, information seeking, recruiter contact and military test taking, preference for and achievability of job characteristics, and most likely plans for the coming year.

### A. Knowledge of Pay and Enlistment Incentives Among RPGs

Table 9.1 presents knowledge of monthly starting pay, cash enlistment bonuses, and educational benefits for young male and female RPGs. The question concerning military pay (Q551) asked respondents to estimate the monthly starting pay before taxes for enlisted personnel which, at the time of the 1985 survey, was approximately \$575. The open-ended responses were coded as being an "underestimate" (more than \$100 below the actual starting pay), a "close estimate" (within \$100 above or below the actual amount), or an "overestimate" (more than \$100 above the actual amount).

Among the young males, only small differences can be detected as a function of RPGs. College Students were more likely to overestimate monthly starting pay (28 percent) than either Young High School Students (21 percent) or Non-completers (22 percent) but were no more likely to do so than either the Higher or Lower Aptitude High School graduates (each 24 percent). In addition, a significantly larger percentage of the Young High School Students (35 percent) refused to answer this item or said that they did not know than was the case for the other groups (between 23 and 28 percent). This group also showed the lowest proportion of close estimates (19 percent). The median estimate of each group fell into the close estimate range.

Female RPGs were more tentative than the young males in making estimates. The overall 38 percent of don't knows/refusals was typical of the rates in all female RPGs. The most striking figure was the 45 percent of Young High School Students, who did not supply an estimate. Many young males in the same RPG also gave no estimate (35 percent). Few other differences were detected as a function of RPG for the females. As was the case for the young male College

Table 9.1. Knowledge of Monthly Starting Pay and Enlistment Incentives Among Recruiting Priority Groups

		Young Males			Females				
(1)	(2) Lower Aptitude	(3)	(4)	(5)	(1)	(2) Lower Aptitude	(3)	(4)	(5)
Higher Aptitude	22.8	24.2	25.4	24.8	29.5	25.5 (0.7)	17.5	19.6	22.4
High School Graduates (n = 814)	24.8	28.1	23.4	18.9	23.4	23.5 (0.7)	20.9	21.9	21.7
High School Graduates (n = 970)	24.1	24.3	28.4	21.3	22.1	24.1 (0.8)	22.4	22.3	24.5
Don't know/ refused	28.3	23.4	22.9	35.0	25.0	26.9 (0.8)	34.1	36.2	35.4
Median \$550	\$525	\$500	\$500	\$500	\$600	\$500	\$500	\$500	\$500
<u>Monthly Starting Pay<sup>a</sup></u>									
Underestimate	22.8	24.2	25.4	24.8	29.5	25.5 (0.7)	17.5	19.6	22.4
Close estimate	24.8	28.1	23.4	18.9	23.4	23.5 (0.7)	20.9	21.9	21.7
Overestimate	24.1	24.3	28.4	21.3	22.1	24.1 (0.8)	22.4	22.3	24.5
Don't know/ refused	28.3	23.4	22.9	35.0	25.0	26.9 (0.8)	34.1	36.2	35.4
Median \$550	\$525	\$500	\$500	\$500	\$600	\$500	\$500	\$500	\$500
<u>Cash Enlistment Bonus</u>									
Yes	29.7	29.3	33.5	20.7	24.0	27.2 (1.0)	20.1	20.6	18.6
No	57.0	60.4	53.1	67.9	63.8	60.7 (1.1)	62.3	64.9	66.9
Don't know	13.3	10.3	13.4	11.4	12.2	12.1 (0.7)	17.6	14.5	14.6
<u>Educational Benefits</u>									
Yes	70.8	68.8	79.1	62.2	57.7	68.0 (1.2)	59.8	50.1	71.9
No	25.9	26.8	18.5	34.0	36.2	28.1 (1.2)	37.3	41.2	24.6
Don't know	3.3	4.4	2.4	3.7	6.1	3.9 (0.5)	2.9	8.8	3.6

Note: With the exception of the median dollar entries, all tabled values are percentages with standard errors in parentheses. The questions were asked of the active subsample of respondents which accounts for the reduced number of respondents.

<sup>a</sup>Based on initial, nonprobe question (Q551). "Close estimate" refers to an estimate within \$100 above or below the actual amount of starting pay; "underestimate" refers to an estimate more than \$100 below the actual amount; "overestimate" refers to an estimate more than \$100 above the actual amount. Monthly starting pay at the time of the 1985 survey was \$573.60, or approximately \$575.

Source: Questions 404, 406-408, 411, 700, 551, 555, 559.

Students, however, the female College Students were more likely to overestimate starting pay (25 percent) than were the Young High School Students (17 percent). Also as with the young males, the female College Students did not differ significantly from either the Higher or Lower Aptitude High School Graduates groups (27 and 22 percent, respectively). The female RPG median estimates were all within \$100 of the actual monthly starting pay.

Table 9.1 also provides information about knowledge of cash enlistment bonuses. Among the young males, the three highest priority RPGs were more likely to know about the existence of cash enlistment bonuses (34 percent of College Students, 30 and 29 percent of Higher and Lower Aptitude High School Graduates) than were the two lower priority RPGs (21 percent of Young High School Students and 24 percent of Non-completers). Fewer females (18 percent) than young males (27 percent) knew about cash enlistment bonuses. There were no differences among the female RPGs.

The final set of responses presented in Table 9.1 concerns educational benefits. Compared with the relatively low levels of knowledge about monthly starting pay and cash enlistment bonuses, the two-thirds of the young males and over half of the females (57 percent) who reported knowledge of educational benefits by the military are impressive. The pattern of differences among RPGs is essentially the same for young males and females. College Students were significantly more likely to be aware of educational benefits than any of the other groups. Both groups of High School Graduates showed the next highest level of awareness. The lowest level of awareness was shown by Young High School Students and Non-completers. The College Student "advantage" was especially striking among the females; the percentage point differences between female College Students and the other female RPGs ranged from 12 to 27. Comparable differences among young male College Students and the other young males RPGs ranged only from 8 to 21 percentage points.

The comparisons of 1984-1985 data are interesting. Knowledge about pay and bonuses changed very little from 1984 to 1985, but knowledge about educational benefits increased dramatically over the same period of time (see Chapter 6). More specifically, there were increases of 22 and 15 percentage points, respectively, among young male Higher and Lower Aptitude High School groups. For females, the comparable increases were 20 and 18 percentage points. Increases among College Students were 18 percentage points for the

young males and 30 points for the females. Male Young High School Students and both young male and female Non-completers also demonstrated significant increases. The increase in level of knowledge among the Higher and Lower Aptitude High School Graduates is especially heartening because it suggests heightened awareness of an important incentive for joining the military.

B. Awareness of Military Advertising Among RPGs

The percentages shown in Table 9.2 indicate the proportions of young male and female RPGs who recalled seeing or hearing advertising that encouraged people to enlist in one or more of the Services; both aided and unaided responses were included.

Overall, both young males and females showed a high level of awareness of military advertising. In general, for young male RPGs, College Students showed the highest level of awareness, the Non-completers showed the lowest level and the other three groups fell in between. Only in the case of the Coast Guard were there no differences between young male RPGs.

Female RPGs showed the same basic pattern as young male RPGs although there were a few inconsistencies and the differences were not as striking. College Students had the highest levels of awareness, with the Young High School Students, the two High School Graduate groups, and the Non-completers following in descending order.

Examination of the young male and female RPG data for advertising awareness for 1984-1985 leads to one general observation. The overall higher levels of awareness shown by College Students and lower levels shown by Non-completers observed in 1985 also held generally for 1984. The female pattern was not quite as consistent as the pattern for young males. Differential exposure to print material may partly explain this finding (see next section).

C. Information Seeking Among RPGs

In Table 9.3, the extent to which sources of information exposure were utilized by the different RPGs are presented. As discussed in Chapter 7, these information sources are ordered along a passive to active continuum of personal involvement. Just under half of the young males (46 percent) and about one-quarter of the females (27 percent) reported having ever received unsolicited recruiting literature. This highly significant difference is clearly a function of how mailings are targeted. It is important to note that this passive activity is less available to females as a source of information and influence.

Table 9.2. Levels of Awareness of Service Broadcast Advertising Among Recruiting Priority Groups

	Young Males					Females				
	(1) Higher Aptitude	(2) Lower Aptitude	(3)	(4)	(5)	(1) Higher Aptitude	(2) Lower Aptitude	(3)	(4)	(5)
High School Graduates (n = 814)			Young High School Students (n = 1,306)	Young High School Students (n = 1,199)	Non- completers (n = 1,180)	Total (n = 5,469)	High School Graduates (n = 715)	College Students (n = 409)	College Students (n = 998)	Young High School Students (n = 607)
Army	87.5	87.7	91.6	90.0	84.7	88.4 (0.6)	87.2	85.6	91.5	90.1
Navy	71.2	70.6	79.5	74.0	67.3	72.8 (0.8)	68.7	71.5	75.0	74.5
Marine Corps	79.7	80.5	87.3	81.9	72.6	80.6 (0.7)	74.6	75.9	79.6	71.1 (0.9)
Air Force	78.1	78.1	84.8	81.5	74.9	79.7 (0.7)	74.9	74.4	81.1	75.3 (0.9)
Coast Guard	43.0	44.2	46.1	42.0	40.4	43.2 (0.8)	36.7	36.5	42.1	35.7
National Guard/ Reserves	56.7	60.0	68.6	59.9	56.2	60.7 (0.8)	50.4	46.6	57.5	37.0
Joint Services <sup>b</sup>	58.3	58.7	66.1	58.4	51.4	58.7 (0.9)	44.4	48.8	57.9	32.7
										38.1 (1.0)
										50.5 (1.1)

Note: Tabled values are percentages with standard errors in parentheses.

<sup>a</sup>Refers to aided or unaided awareness.

<sup>b</sup>Question refers to "one ad for Joint Services."

Source: Questions 404, 406-408, 411, 700, 601-603.

Table 9.3. Information Seeking Among Recruiting Priority Groups

	Young Males			Females		
	(1) Higher Aptitude	(2) Lower Aptitude	(3)	(4)	(5)	(6)
High School Graduates (n = 814)			Young High School Students (n = 1,307)	Young High School Students (n = 1,180)	Non- completers (n = 1,203)	Total (n = 5,473)
Received recruiting literature	55.5	53.8	69.7	16.3	38.4	46.3 (0.9)
Saw print adver- tising	75.8	74.6	83.2	74.5	67.6	75.3 (0.8)
Saw/heard broadcast advertising	83.6	87.6	92.0	86.9	80.9	86.4 (0.6)
Made toll-free call	3.8	2.6	2.8	1.0	2.6	2.5 (0.2)
Mailed postcard or coupon	9.5	10.4	14.0	6.9	8.4	9.9 (0.5)
Discussed Military Service with someone	41.1	40.6	46.6	41.7	41.6	42.5 (0.9)
						19.0
						17.6
						24.5
						22.7
						22.4
						21.7 (0.9)

Note: Tabled values are percentages with standard errors in parentheses.

<sup>a</sup>Received recruiting literature refers to "ever received," print and broadcast advertising refers to "past 12 months," made toll-free call and mailed card refer to "ever," and discussed Service refers to "within the last year or so."

Source: Questions 404, 406-408, 411, 700, 616, 618, 620, 622, 683.

Among the young males, College Students reported the greatest exposure to unsolicited mailings of recruiting literature (70 percent), with Higher Aptitude High School Graduates (55 percent) and Lower Aptitude High School Graduates (54 percent) reporting the next highest levels. Just under two-fifths of Non-completers and only 16 percent of Young High School Students reported having received recruiting literature through the mail. Given that direct mail programs focus on high school juniors and seniors, the high percentages among the top three RPGs reporting such mailings are not surprising. The pattern among the female RPGs was the same as that for the young males, but at lower levels.

A large majority of young males and females (between 73 and 86 percent) reported passive activities that are under the control of the individual--i.e., seeing print advertising and seeing/hearing broadcast advertising in the past 12 months. The RPG differences for young males were essentially the same regardless of whether it was print or broadcast advertising. College Students reported the highest exposure to print or broadcast advertising (83 and 92 percent, respectively). Both High School Graduate groups and Young High School Students showed the next highest levels (75 to 76 percent for print and 84 to 88 percent for broadcast advertising) which were significantly lower than those of College Students. The lowest levels were reported by Non-completers (68 percent for print, 81 percent for broadcast advertising).

In general, the same patterns observed for young males on print and broadcast advertising occurred in the female RPGs as well. The only variation among the females was that the differences were all statistically significant for print advertising. The only difference between Non-completers and the other RPGs that achieved statistical significance was the broadcast advertising item.

Turning to the more active behaviors on the continuum, only a very small percentage of respondents said that they had ever made a toll-free call for information about enlistment in the military--2.5 percent of young males and 1.2 percent of females. The percentages ranged from .5 to 4, and there were no clear differences as a function of RPGs. The young males in general showed slightly higher proportions than the comparable female RPGs.

Higher percentages of both young males (10 percent) and females (4 percent) reported having ever mailed a postcard or coupon to request information about the military than reported calling a toll-free number for information about

the military. Among the young males, College Students again showed the highest percentage (14 percent) followed by the two High School Graduate RPGs (between 9 and 10 percent). Non-completers (8 percent) and Young High School Students (7 percent) were, again, the least likely to have done so. The only female RPG which differed from the others was the College Students (6 percent); the other groups ranged from 2 to 4 percent.

Finally, Table 9.3 also presents results of discussing military service with someone within the last year or so. Overall, about two-fifths of the young males but only one-fifth of the females reported having done so. The College Students were the most likely of the young male RPGs (47 percent) to have discussed military service. The other groups were all essentially the same (between 41 and 42 percent). Female College Students also showed the highest proportion who reported having discussed military service with someone (25 percent). Similar proportions, however, were also reported by the Young High School Students (23 percent) and the Non-completers (22 percent). The two highest priority groups, Higher Aptitude High School Graduates (19 percent) and Lower Aptitude High School Graduates (18 percent), were least likely to have discussed military Service with someone. Even these differences, though significant, are too small to be informative.

Examination of the available YATS II data for 1984 generally tends to confirm the patterns found for RPG information exposure in 1985. In other words, if a particular priority group had the highest, or lowest, or middle level of exposure to an information source in 1985, this also tended to be the case previously. In addition, the following patterns were noted.

- Young males were more likely to report not having received recruiting literature in 1985 than in 1984; this change is significant overall and for the two highest priority groups, which showed a decrement of up to 17 percentage points. Higher and Lower Aptitude female Graduates also showed a decrement in reported receipt of recruiting literature from 1984 to 1985 of between 10 and 13 percentage points.
- In support of speculation in the prior section, Non-completers in both 1984 and 1985 showed the lowest levels of print media exposure.
- For College Students and overall, young males reported increased exposure to broadcast advertising between 1984 and 1985.

- Both young males and females, overall, were less likely in 1985 than in 1984 to report having made a toll-free call for information about military service. There were also significant declines among RPGs for young male Non-completers and female Higher Aptitude Graduates.
- Between 1984 and 1985, there were declines (between 5 and 9 percentage points) in both young males' and females' reports of having mailed a postcard or coupon for information about the military. Within both of these markets, only the young High School Students did not show the significant effect.
- Between 1984 and 1985, young males overall and, Higher Aptitude Graduates and College Students showed an increase in the percentages having discussed military service with someone in the last year or so.

#### D. Recruiter Contact and ASVAB Testing Among RPGs

Table 9.4 presents the proportions of young male and female RPGs who reported ever having had contact with a military recruiter and those who had ever taken the Armed Services Vocational Aptitude Battery (ASVAB).

About two in five of the young males reported ever having talked with a recruiter to get information about the military; only about one in five females reported ever having done so. The Service having the most recruiter contact with young males was the Army (21 percent). Contacts with Marine Corps (12 percent), Navy (11 percent), and Air Force (10 percent) showed about half this amount of contact. The largest contact by the Army is consistent with the fact that the Army has the most recruiters and largest advertising budget.

With regard to differences as a function of RPGs, it is clear that the top three priority groups had the greatest amount of recruiter contact, regardless of Service. Navy, Marine Corps, and Air Force recruiters had contact with more Higher and Lower Aptitude High School Graduates and College Students than with Young High School Students and Non-completers. The percentages for the three high priority groups ranged from 13 to 15 percent for the Navy, 13 to 17 percent for the Marine Corps, and approximately 11 to 12 percent for the Air Force. Excluding Army recruiter contact, the percentages for the two lowest priority groups ranged from 7 percent for the Navy to 10 percent for the Marine Corps. In the case of Army recruiter contact, only the Young High School Students reported significantly lower recruiter contact (11 percent) than any of the other RPGs (22 to 30 percent). These patterns suggest that

Table 9.4. Recruiter Contact and Taking ASVAB Among Recruiting Priority Groups

	Young Males					Females				
	(1) Higher Aptitude	(2) Lower Aptitude	(3) High School Graduates (n = 815)	(4) Young High School Students (n = 1,308)	(5) College Students (n = 1,202)	(1) Higher Aptitude	(2) Lower Aptitude	(3) High School Graduates (n = 715)	(4) Young High School Students (n = 998)	(5) College Students (n = 608)
<u>Recruiter Contact</u>										
Army	25.0	29.8	22.1	10.5	22.7	21.5 (0.7)	13.7	16.2	13.1	5.4
Navy	13.9	15.2	13.1	6.7	9.5	11.4 (0.6)	4.9	5.3	3.7	1.4
Marine Corps	13.5	16.7	14.2	8.0	10.3	12.3 (0.6)	4.9	7.0	3.3	2.5
Air Force	11.7	10.8	11.2	8.1	7.5	9.7 (0.5)	8.0	6.4	5.7	2.8
Any military recruiter	46.9	51.1	44.8	23.5	37.8	40.1 (0.9)	26.2	29.5	22.2	11.4
<u>Took ASVAB<sup>a</sup></u>	29.6	30.4	24.7	5.8	16.1	20.5 (0.7)	17.6	17.9	18.6	7.0
										8.6
										14.4 (0.8)

Note: Tabled entries are percentages with standard errors in parentheses.

<sup>a</sup>Armed Services Vocational Aptitude Battery.

Source: Questions 404, 406-408, 411, 700, 628, 629, 645.

for the most part recruiters are targeting efforts to the most promising markets.

As was already pointed out, the recruiter contact level for females (22 percent) was about half that of young males. Looking at the Services individually reveals that this approximate relationship held for Army recruiter contact with females (12 percent) but was only one-third of the young male recruiter contact for the Navy and the Marine Corps (4 percent each). Only for the Air Force (6 percent) were female recruiter contact levels larger than half of young male recruiter contact levels.

Overall, female Higher and Lower Aptitude High School Graduates reported the highest contact levels (26 and 29 percent, respectively), and Young High School Students (11 percent) showing the least contact.

There were no systematic differences in recruiter contact between 1984 and 1985 for either market group.

Table 9.4 also presents information about percentages of individuals who took the ASVAB. Overall, 21 percent of young males and 14 percent of females reported taking the test. As expected, the least likely of the young male RPGs to have taken the ASVAB was the Young High School Students (6 percent). Young male Non-completers were almost three times more likely to have taken the ASVAB (16 percent) than Young High School Students. About 25 percent of College Students and about 30 percent of both High School Graduate groups reported having taken the ASVAB. Thus, the highest priority groups also have the highest percentages of ASVAB-takers.

Among the females, the three highest priority groups were equally as likely to have taken the ASVAB, with about 18 percent reporting having done so. Among the two lowest priority groups, between 7 and 9 percent report having taken the test.

In 1985, slightly more young males Higher Aptitude Graduates took the ASVAB than in 1984. Among the females, only Lower Aptitude Graduates demonstrated a statistically significant increase in the percentages taking the ASVAB, from 10 percent in 1984 to 18 percent in 1985.

#### E. Preference and Achievability of Job Characteristics Among RPGs

As noted in Chapter 5, individual perceptions about military service as a job are likely to be important in enlistment decisions.

The percentages in Table 9.5 represent those respondents in young male and female RPGs who said that a characteristic was "extremely important" or "very important" for him or her in choosing a job. Overall, three-fourths or more of the young males rated the following six characteristics as extremely or very important to them in choosing a job.

- Enjoying your work (91.2 percent)
- Job security (87.8 percent)
- Good income (85.1 percent)
- Personal freedom (83 percent)
- Learning a valuable trade or skill (79.3 percent)
- Adequate retirement benefits (75.2 percent).

The two job characteristics considered extremely or very important by less than half of the young males were staying in the area (46 percent) and parents' approval (43 percent).

In general, the young male RPGs concurred regarding the importance of each of the top six job characteristics. College Students were even more likely than the other groups to endorse the importance of enjoying one's work (95 percent), having personal freedom (86 percent), and having adequate retirement benefits (79 percent). Higher Aptitude High School Graduates were more likely than the other groups to endorse the importance of good income (90 percent). And, finally, Young High School Students were less likely than the other groups to indicate concern about job security (83 percent). Looking beyond the top six job characteristics for young males, it is interesting to note that both College Students and Young High School Students were more concerned than the average about getting money for education, and that both High School Graduate groups were less concerned than the average. College Students also appeared to be more concerned than any of the other groups about opportunities for promotion.

Overall, 75 percent or more of the females ascribed to the same top six job characteristics, with one addition. That addition, not surprisingly, is equal pay and opportunity for men and women. About 84 percent said this was an extremely or very important job characteristic; only 62 percent of young men rated this as extremely or very important. Females were also more likely than young males to ascribe to the importance of enjoying one's work (95 percent); otherwise they showed virtually the same percentages as did the males.

Table 9.5. Preferred Job Characteristics Among Recruiting Priority Groups

Job Characteristic	Young Males					Females					
	(1) Higher Aptitude	(2) Lower Aptitude	(3)	(4)	(5)	(1) Higher Aptitude	(2) Lower Aptitude	(3)	(4)	(5)	
	High School Graduates (n = 811)	High School Graduates (n = 960)	College Students (n = 1,298)	Young High School Students (n = 1,197)	Non- completers (n = 1,171)	Total (n = 5,437)	High School Graduates (n = 712)	College Students (n = 995)	Young High School Students (n = 606)	Non- completers (n = 565)	Total (n = 3,285)
Enjoy your work	92.8	89.5	94.9	90.7	87.7	91.2 (0.5)	95.5	94.2	95.5	94.3	95.0 (0.4)
Job security	90.4	88.8	89.5	82.8	88.3	87.8 (0.6)	91.3	89.2	91.2	82.6	87.9
Good income	89.6	85.5	82.9	83.7	85.2	85.1 (0.6)	84.4	88.0	82.9	82.5	86.8
Personal freedom	84.3	80.6	86.4	81.0	82.5	83.0 (0.6)	80.6	81.3	85.5	82.8	84.5 (0.7)
Learn valuable trade or skill	82.6	80.1	78.6	78.6	77.7	79.3 (0.7)	78.7	75.4	79.8	83.2	83.0 (0.8)
Adequate retirement benefits	74.6	73.6	78.7	74.4	74.2	75.2 (0.7)	74.2	76.1	78.2	72.6	73.8
Promotion opportuni- ties	73.9	71.7	76.3	68.7	71.2	72.4 (0.8)	77.2	66.6	74.4	69.6	73.8
Get money for education	58.7	52.5	71.3	72.0	63.6	64.5 (0.8)	62.0	63.3	76.8	77.7	71.2 (0.9)
Equal pay and opportunity for men and women	61.9	58.9	62.2	62.2	64.3	62.0 (0.8)	83.6	75.6	88.5	85.1	84.3 (0.7)
Do something for country	60.8	56.6	56.6	63.7	59.7	59.5 (0.9)	50.2	52.0	50.3	59.7	56.7
Have a lot in common with co-workers	55.4	52.1	53.5	56.3	54.7	54.4 (0.9)	51.0	56.9	47.4	52.3	57.9
Training for leadership	57.4	51.5	58.3	57.0	55.2	56.0 (0.9)	53.2	46.5	54.8	53.6	51.4
High status and prestige	53.2	46.7	52.3	49.6	53.5	51.1 (0.9)	49.9	46.0	46.1	51.3	51.9
Stay in area	47.0	45.1	43.2	46.3	48.5	45.9 (0.9)	59.7	56.0	44.5	48.9	55.1
Parents' approval	38.7	36.5	42.4	51.2	46.2	43.5 (0.9)	49.5	45.9	46.1	59.8	48.1

Note. Tabled entries are percentages with standard errors in parentheses.

Source. Questions 404, 406-408, 411, 700, 649, 651, 661, 663, 665, 667, 669, 671, 673, 675, and 677.

There were some differences between female RPG patterns and those for young males. College Students were the most (89 percent) concerned about equal pay/opportunity and Lower Aptitude High School Graduates were the least (76 percent) concerned. Lower Aptitude High School Graduates and Non-completers were more concerned than the other groups about good income (88 and 87 percent, respectively). Paralleling the young male results, Young High School Students were less likely than the other groups (83 percent) to feel job security was important (although a strong majority were still very concerned). Comparing RGPs to the average, more female College Students and Young High School Students and fewer Higher and Lower High School Graduates thought getting money for education was an important job characteristic. The results for young males were similar.

Briefly, some additional overall sex differences are apparent from examination of Table 9.5. Females were more likely than young males to say getting money for education (7 percentage points), staying in the area near family and friends (6 percentage points), and getting parents' approval (6 percentage points) were important. Young males were more likely than females to say doing something for one's country (6 percentage points) and training for leadership (3 percentage points) were important.

Cross-year comparisons were also made of 1984-1985 ratings of job characteristics. For the top six job characteristics, young males overall showed a significant 1984-1985 increase of about 3 percentage points each in ratings of the importance of enjoying your work, good income, and personal freedom. Young males were also more likely in 1985 to rate as important: "promotion opportunities," "equal pay and opportunity for men and women," "do something for country," "training for leadership," and "high status and prestige." Among RGPs the increments were significant for College Students (except for good income, equal pay, and do something for country) and for Non-completers for "enjoy your work," "personal freedom," and "equal pay and opportunity for men and women." Females, overall, showed increases in the proportions citing "enjoy your work" and "promotion opportunities" as important; no RPG patterns emerged. For all of these changes, the increments or decrements were generally on the order of 3 to 10 percentage points. The scattered nature of the multiple RPG comparisons makes any meaningful conclusions tentative at best.

In addition to learning which job characteristics are preferred, it is useful to identify the extent to which respondents think that these characteristics are found in military or civilian jobs. Table 9.6 presents these data for young males. Overall, young males saw the following seven of the sixteen characteristics as more likely to occur in a military than a civilian job:

- Do something for one's country--52.1 vs. 5.2 percent
- Training for leadership--42.9 vs. 5.7 percent
- Get money for education--34.5 vs. 10.7 percent
- Job security--29.0 vs. 10.3 percent
- Equal pay and opportunity for men and women--27.4 vs. 8.4 percent
- Adequate retirement benefits--21.6 vs. 8.3 percent
- Learn valuable trade or skill--18.4 vs. 9.2 percent

Of these, job security, learn a valuable trade or skill, and adequate retirement benefits were among the six deemed most important by the young males (Table 9.5).

Young males saw the following six job characteristics as being more likely to occur in a civilian than a military job:

- Stay in area--61.2 vs. 3.3 percent
- Personal freedom--57.1 vs. 4.4 percent
- Good income--34.1 vs. 5.7 percent
- Enjoy your work--28.6 percent vs. 4.1 percent
- Parent's approval--27.4 vs. 7.2 percent
- Lot in common with co-workers--15.3 vs. 11.7 percent.

Three of these characteristics (enjoy your work, good income, and personal freedom) were among the six deemed most important by the young males.

It is interesting to note that large proportions of College Students thought enjoying one's work, receiving a good income, having personal freedom, and parents' approval were more likely in a civilian than a military job. College Students also were much more likely than the average to say that job security and equal pay/opportunity for men and women was more typical of a military job than a civilian job. The only real pattern reversal was found in comparing College Students with the other RPGs for the characteristic of high status and prestige. College Students reported that high status and prestige was more likely in a civilian than a military job (18 vs. 11 percent, respectively). The other groups showed the opposite pattern. Females generally

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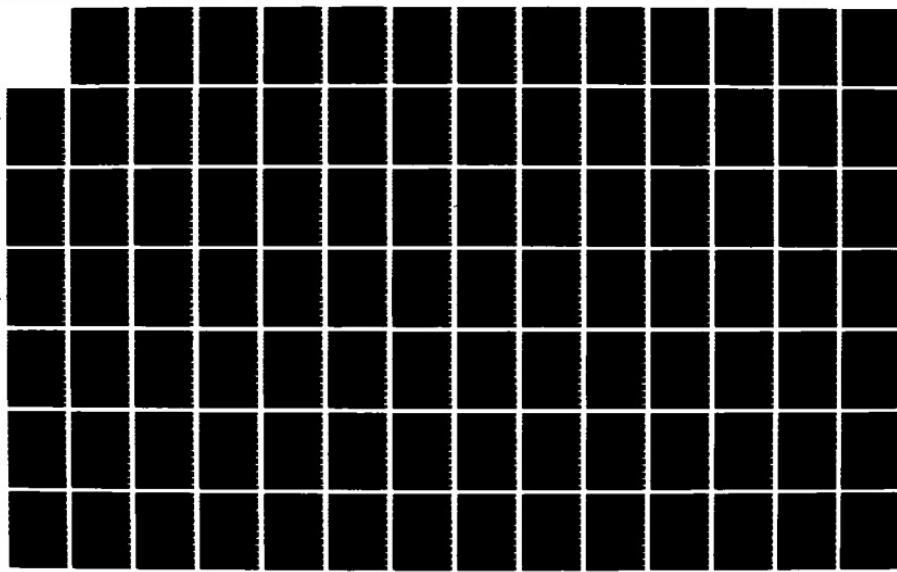
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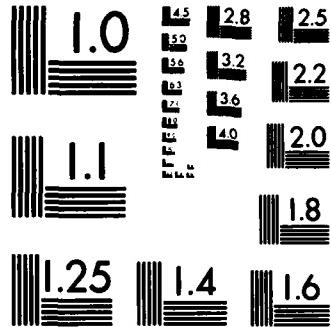
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Table 9.6. Whether Job Characteristics Are More Likely in a Military or Civilian Job for Young Male RGs

Job Characteristic	Military High School Graduates (n = 809)	(1)		(2)		(3)		(4)		(5)	
		Higher Aptitude High School Graduates .		Lower Aptitude High School Graduates		College Students		Young High School Students		Non-completers	
		Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian	Military	Civilian
Enjoy your work	2.4	28.8	3.4	27.3	2.5	35.3	6.2	25.0	5.4	26.0	4.1 (0.3) 28.6 (0.8)
Job security	26.5	9.3	27.0	9.6	35.6	7.8	30.8	12.1	24.4	12.5	29.0 (0.8) 10.3 (0.5)
Good income	4.2	35.9	6.8	29.3	2.1	46.1	6.2	27.9	9.0	29.9	5.7 (0.4) 34.1 (0.8)
Personal freedom	5.2	61.5	4.2	59.1	3.1	63.8	5.1	53.3	4.6	48.7	4.4 (0.4) 57.1 (0.9)
Learn valuable trade or skill	15.1	8.7	18.4	9.4	15.5	10.6	22.5	9.4	19.8	7.7	18.4 (0.6) 9.2 (0.5)
Adequate retire- ment benefits	19.6	6.3	21.8	9.8	24.3	8.1	22.9	8.5	18.6	8.7	21.6 (0.7) 8.3 (0.5)
Promotion oppor- tunities	11.8	10.2	14.2	11.4	12.5	11.2	16.5	11.1	14.0	12.0	13.9 (0.6) 11.2 (0.5)
Get money for education	34.0	9.3	35.3	9.9	30.7	11.2	33.7	11.4	38.9	11.0	34.5 (0.8) 10.7 (0.5)
Equal pay and opportunity for men and women	30.6	5.9	24.3	8.5	31.9	8.4	26.1	8.6	23.9	9.7	27.4 (0.8) 8.4 (0.5)
Do something for country	47.5	4.5	50.4	5.5	49.9	6.5	55.6	5.6	51.6	3.7	51.2 (0.9) 5.2 (0.4)
Lot in common with co-workers	13.0	13.9	10.3	14.8	11.3	17.5	12.8	14.1	11.1	15.4	11.7 (0.6) 15.3 (0.6)
Training for leadership	35.4	5.4	41.8	6.3	46.0	5.5	46.5	3.9	42.3	7.5	42.9 (0.9) 5.7 (0.4)
High status and prestige	17.2	13.3	13.1	11.5	11.3	18.0	19.8	13.2	15.1	13.5	15.2 (0.6) 14.1 (0.6)
Stay in area	4.0	63.3	2.6	57.6	2.0	66.6	4.1	61.2	3.9	56.7	3.3 (0.3) 61.2 (0.9)
Parents' approval	6.2	25.7	6.8	25.3	4.5	35.0	8.8	28.4	9.4	20.9	7.2 (0.4) 27.4 (0.8)

Note: Tabled entries are percentages with standard errors in parentheses.

Source: Questions 404, 406-408, 411, 700, 649, 651, 653, 655, 657, 659, 661, 663, 665, 667, 669, 671, 673, 675, 677.

showed the same overall patterns of perceptions as did the young males of the likelihood of achieving the various job characteristics in a civilian or a military job (Table 9.7).

In the comparison of 1984 and 1985 data for both young males and females, there were some interesting differences regarding whether job characteristics were perceived as more likely to occur in a military or in a civilian job. There were no significant changes among the four characteristics rated as most important, and the changes did not alter the patterns discussed above; however, potential recruits were significantly more likely to perceive that certain job characteristics occur in the military. For instance, for young males, the following characteristics showed significant increases overall and, in general, significant increases among the RPGs in the percentages saying they would be more likely to occur in the military.

- Adequate retirement benefits,
- Get money for education,
- Do something for country,
- Training for leadership.

Only in the case of "stay in area" did the civilian job alternative show a 1984 to 1985 increase, both overall and for all RPGs except Higher and Lower Aptitude Graduates. Again, it should be noted that the increases within each RPG represented changes ranging from only 3 to 12 percentage points.

The comparisons of the females' data for 1984 and 1985 produced an essentially parallel pattern of results, although there were fewer significant RPG differences even when the overall figures showed the change. Females were also more likely in 1985 to rate "high status and prestige" as more achievable in the military, compared with their 1984 ratings.

#### F. Most Likely Plans for Next Year Among RPGs

Table 9.8 presents what young males and females said they will most likely be doing in the next year or, for high school students, after they graduate. Among the young male RPGs, College Students were most likely to report that they would be going to school full-time (82 percent). About one-half of Young High School Students also reported this, as did just under one-third of Higher Aptitude High School Graduates and Non-completers and one-fifth of Lower Aptitude High School Graduates. Almost half of the Higher Aptitude High School Graduates and about 56 percent of the Lower Aptitude High School Graduates expected to be working full-time, as did about two-fifths of

Table 9.7. Whether Job Characteristics Are More Likely in a Military or Civilian Job for Female RPGs

Job Characteristic	(1) Higher Aptitude High School Graduates		(2) Lower Aptitude High School Graduates		(3)		(4)		(5)		
	Military (n = 709)	Civilian (n = 709)	Military (n = 406)	Civilian (n = 406)	College Students		Young High School Students		Non-completers		
					Military (n = 994)	Civilian (n = 994)	Military (n = 601)	Civilian (n = 601)	Military (n = 563)	Civilian (n = 563)	
Enjoy your work	2.3	32.2	1.9	24.1	1.4	34.2	3.4	23.0	4.6	23.5	2.6 (0.3) 28.6 (1.0)
Job security	24.7	11.9	25.9	9.5	31.9	5.4	27.9	6.7	21.1	9.8	27.0 (0.9) 8.3 (0.7)
Good income	8.2	21.3	11.0	13.2	5.2	22.9	9.5	16.9	12.0	17.7	8.6 (0.7) 19.3 (0.8)
Personal freedom	3.7	51.3	5.1	48.7	2.0	59.7	4.0	45.0	6.0	43.8	3.8 (0.4) 51.0 (1.1)
Learn valuable trade or skill	16.8	8.6	15.9	8.4	15.2	5.6	17.4	5.7	15.4	9.1	16.1 (0.1) 7.2 (0.5)
Adequate retire- ment benefits	23.0	6.2	21.1	7.0	25.7	5.9	20.7	8.4	20.3	7.6	22.7 (0.9) 6.9 (0.5)
Promotion oppor- tunities	11.6	9.7	12.8	5.9	13.1	7.5	11.9	7.5	11.6	10.0	12.2 (0.7) 8.2 (0.5)
Get money for education	40.7	7.2	35.5	7.9	33.2	8.4	32.3	7.5	31.3	9.9	34.7 (1.0) 8.2 (0.6)
Equal pay and opportunity for men and women	19.1	11.6	22.1	8.5	23.7	8.2	22.3	6.8	18.7	9.6	21.4 (0.9) 9.0 (0.7)
Do something for country	51.8	6.4	52.3	4.4	50.3	4.7	50.3	3.2	43.3	5.9	49.7 (1.1) 5.0 (0.5)
Lot in common with co-workers	9.5	13.9	10.3	11.8	13.0	11.0	10.3	8.3	6.6	13.8	10.3 (0.6) 11.7 (0.7)
Training for leadership	32.8	5.9	37.7	6.5	42.1	3.5	39.2	3.8	32.3	7.0	37.3 (1.0) 5.1 (0.5)
High status and prestige	13.4	13.8	10.9	9.6	10.5	10.7	13.9	9.3	13.2	10.3	12.3 (0.7) 10.9 (0.8)
Stay in area	2.7	59.6	2.8	56.7	2.4	64.3	3.6	53.5	2.6	52.6	2.8 (0.3) 58.3 (1.0)
Parents' approval	3.8	33.0	7.3	23.4	3.2	35.9	5.0	28.4	9.1	23.2	5.2 (0.4) 30.1 (1.0)

Note. Tabled entries are percentages with standard errors in parentheses.

Source: Questions 404, 406-408, 411, 700, 649, 651, 653, 655, 657, 659, 661, 663, 665, 667, 669, 671, 673, 675, 677.

Table 9.8. Most Likely Plans for Next Year (or After High School) Among Recruiting Priority Groups

	Young Males					Females				
	(1) Higher Aptitude High School Graduates (n = 815)	(2) Lower Aptitude High School Graduates (n = 910)	(3) Young High School Students (n = 1,308)	(4) Young High School Students (n = 1,182)	(5) Total (n = 5,478)	(1) Higher Aptitude High School Graduates (n = 715)	(2) Lower Aptitude High School Graduates (n = 409)	(3) Young High School Students (n = 998)	(4) Young High School Students (n = 608)	(5) Total (n = 3,301)
Going to school full-time	31.2	20.7	81.6	51.2	30.9	45.4 (0.9)	27.7	22.8	83.4	59.9
Going to school part-time	9.0	8.8	5.3	9.6	9.9	8.4 (0.5)	13.6	12.5	5.4	13.9
Working full-time	48.5	56.1	9.2	20.5	42.0	33.2 (0.8)	42.8	44.7	9.0	14.2
Working part-time	2.2	3.5	1.4	3.4	4.2	2.9 (0.3)	5.2	7.1	1.0	3.7
Serving in the military	3.7	5.4	0.9	11.9	7.6	6.0 (0.4)	1.3	1.1	0.5	3.3
Being a full-time homemaker	0.0	0.0	0.0	0.0	0.3	0.1 (0.0)	6.3	8.9	0.4	2.0
Other	4.0	3.1	1.1	1.9	3.2	2.5 (0.3)	1.5	1.4	0.3	1.8
Don't know	1.4	2.4	0.4	1.6	1.9	1.5 (0.2)	1.7	1.5	0.1	2.1
										1.2 (0.2)
										2.0

Note: Tabled values are percentages with standard errors in parentheses. Respondents who had completed 11 years or less of schooling and who were less than 19 years old were asked about plans "after you have finished high school." All other respondents were asked about plans for "October 1986—that is a year from this fall."

Source: Questions 404, 406-408, 411, 700 and 517.

the Non-completers. Less than 1 percent of College Students expected to be in the military--this was considerably below the overall average of 6 percent. In contrast, a much higher percentage of Young High School Students (12 percent) than the average expected to be serving in the military.

The female RPGs showed essentially the same patterns as did the young males. Again, College Students (83 percent) and Young High School Students (60 percent) were most likely to expect to be in school full-time. Both the Higher and Lower Aptitude High School Graduates were most likely (43 percent and 45 percent, respectively) to be working full-time, but a significantly larger proportion of the Higher Aptitude Graduates than comparable young males expected to be going to school part-time (14 percent, versus 9 percent). Female Non-completers were less likely to expect to be working full-time than their male counterparts (29 versus 42 percent), but more likely to expect to be attending school part-time (14 vs. 10 percent). Almost 12 percent of Non-completers expected to be full-time homemakers, as did 9 percent of Lower Aptitude and 6 percent of Higher Aptitude High School Graduates. There were no significant differences between the female RPGs concerning the percentage who expected to be serving in the military.

There were few 1984-1985 differences in the respondents' most likely plans for the next year (or following high school). Among young males, Non-Completers were more likely in 1985 to anticipate going to school full-time and correspondingly less likely to expect to be working full-time than they had reported in 1984 (9-10 percentage points). Female College Students were more likely in 1985 to anticipate going to school full-time than they had been in 1984--by 9 percentage points. Higher Aptitude female Graduates were only half as likely in 1985 as in 1984 (6 vs. 12 percent) to anticipate being a full-time homemaker. Finally, in 1985, Young High School females were more likely to expect to be going to school part-time than they had reported in 1984.

#### G. Summary

The attractiveness and availability of various military and non-military alternatives may influence the decision to join the military. As an aid to targeting recruiting policies and activities, the five Recruiting Priority Groups (RPGs) defined for young males and for females were examined for differences in knowledge of military pay and enlistment incentives, awareness of military advertising, information seeking behavior, and recruiter contact

and test taking. In addition, the RPGs were examined for differences in preferred job characteristics, perceived achievability of these characteristics in military or civilian jobs, and projected most likely plans for the next year. Highlights of the findings are presented below.

1. Knowledge of Pay and Enlistment Incentives Among RPGs

- In general, there were few differences between young male and female RPGs in knowledge of starting pay. Young High School Students were less certain about starting pay than other RPGs.
- Only about one-quarter of the young males and one-fifth of the females reported knowledge of cash enlistment bonuses in any of the Services. More young male Higher and Lower Aptitude Graduates and College Students knew about cash enlistment bonuses (29 to 33 percent) than Young High School Students or Non-completers (21 percent and 24 percent). There were no significant RPG differences among the females.
- Overall, knowledge about educational benefits was relatively high (68 percent, young males; 57 percent, females). College Students were most likely to know about educational benefits (11 percentage points above average for young males and 15 points above average for females).
- Awareness of educational benefits increased between 1984-1985. Young male RPGs with the largest increases were the Higher Aptitude Graduates (22 percentage points), College Students (18 percentage points), and Non-completers (17 percentage points). For females, College Students showed the greatest increase (30 percentage points).

2. Awareness of Military Advertising Among RPGs

- Both young males and females demonstrated a high level of awareness of military advertising. Between 71 and 88 percent reported having seen or heard active Services advertising, while 60 percent were aware of the Guard/Reserve and joint service advertising.
- Among young male RPGs, College Students generally showed the highest levels of awareness.

- The 1985 RPG awareness pattern generally mirrored the 1984 pattern. The 1985 pattern was not as strong for females as the 1984 pattern.

### 3. Information Seeking Among RPGs

- About half of the young males and one-quarter of the females reported receiving unsolicited recruiting literature. College Students were the most likely, and Young High School Students the least likely, to have received such literature.
- Between about 73 and 87 percent of young males and females reported having seen print or seen/heard broadcast advertising within the previous year.
- For young males, College Students were most likely and Non-completers were least likely to have been exposed to some form of military advertising.
- Ten percent or fewer young males and females reported ever having mailed a postcard or coupon to obtain information about the military. For both market groups, College Students were the most likely to have done so, and Young High School Students the least likely.
- About two-fifths of the young males one-fifth of the females reported talking about military service with someone. Among both the young males and females, only the College Students showed significantly higher percentages who discussed military service with someone.
- The 1985 RPG patterns of information exposure were similar to the 1984 patterns. In addition, reported receipt of recruiting literature decreased for both young males and females between 1984 and 1985--especially for the two highest priority groups. Some increases in levels of exposure to print and broadcast media were reported from 1984 to 1985, as were lowered levels of mailing coupons and making toll-free calls. More young males discussed military service with someone in 1985 than in 1984.

### 4. Recruiter Contact and Taking the ASVAB Among RPGs

- About two-fifths of young males and one-fifth of females, overall, reported having recruiter contact; highest levels of contact occurred with Army recruiters.

- Young males in the three highest RPGs were more likely to have had recruiter contact (about 45 to 51 percent) than the lower two groups (38 and 24 percent). Among female RPGs, Young High School Students (11 percent) reported significantly less contact than the other four groups (22 to 29 percent).
  - About 21 percent of the young males and 14 percent of the females reported having taken the ASVAB. Among male and female RPGs, the three highest priority groups (25 to 30 percent males; 18 to 19 percent females) were more likely to have taken the ASVAB than the two lowest groups (6 to 16 percent males; 7 to 9 percent females).
5. Preference For and Achievability of Job Characteristics Among RPGs
- Three-fourths or more of young males and females reported that six of the job characteristics listed were extremely or very important in choosing a job: enjoying your work, job security, good income, personal freedom, learning a valuable trade or skill, and adequate retirement benefits. In addition, about 84 percent of females also cited equal pay and opportunity for men and women as extremely or very important.
  - For young male RPGs, College Students were especially likely to endorse enjoying your work, personal freedom, adequate retirement benefits, and getting money for education. Young male Higher Aptitude High School Graduates were more likely than the other RPGs to endorse good income. Young High School Students were highly concerned about getting money for education and were less concerned than the other male groups with job security.
  - For female RPGs, both Non-completers and Lower Aptitude High School Graduates were more concerned than the other groups about having a good income. As was the case with the young males, a lower percentage of Young High School Students than average was concerned with job security. College and Young High School Students were most concerned with getting money for education.

- At least one-quarter of the young males said five job characteristics were more likely to occur in a military than a civilian job. These were: doing something for one's country, training for leadership, getting money for education, job security, and equal pay and opportunity for men and women. In general, females showed the same patterns.
- At least one-quarter of the young males said five job characteristics were more likely to occur in a civilian than a military job. These were: stay in area, personal freedom, good income, enjoying your work, and parents' approval.
- College Students of both genders were more absolute than the average respondent in rating a particular job characteristic as more achievable in the military or in a civilian job; they showed no bias toward either type of job, however. Otherwise, no systematic differences as a function of RPG are evident.
- Some small but significant increases occurred between 1984 and 1985 in the rated importance of certain characteristics for both males and females; for the young males, the increases were most apparent among College Students and Non-completers.
- Between 1984 and 1985, both young males and females became more likely to view certain job characteristics as more achievable in military than in civilian jobs. These included: adequate retirement benefits, get money for education, do something for country, training for leadership, and (among females) high status and prestige.

#### 6. Most Likely Plans for Next Year Among RPGs

- The majority of respondents expected either to be going to school full-time or working full-time in the next year or the year after high school. Only 6 percent of young males and 2 percent of females expected to be serving in the military.
- Among young males, College Students (82 percent) were most likely to expect to be in school full-time. Higher and Lower Aptitude High School Graduates and Non-completers (42 percent) were most likely to expect to be working full-time. Of all the RPGs, Young High School Students showed the largest percentage (12 percent) planning to serve in the military.

- The patterns among the female RPGs were similar to the young males. Comparatively fewer of the Non-completer females, however, expected to be working full-time than their male counterparts; and many more expected to be full-time homemakers (12 percent) or to be going to school part-time (14 vs. 10 percent of comparable young males). Female RPGs were not very likely to expect to be serving in the military (3 percent or less).
- Young male Non-completers and female College Students were more likely to expect to be in school full-time in 1985 than they had been in 1984. Female Higher Aptitude Graduates were half as likely in 1985 than in 1984 to anticipate being a homemaker.

## 10. AFQT-BASED ANALYSIS OF RESULTS FOR YOUNG MEN\*

Last year we presented a brief introduction to an alternative classification of recruiting groups for young men. The alternative method is designed to summarize YATS results in a way that directly reflects military recruiting policy, namely, by Armed Forces Qualification Test (AFQT) category and high school graduation status.

The Services are particularly interested in recruiting high quality individuals, i.e., high school diploma graduates who score in categories I-IIIA on the AFQT (the written qualifying examination). Thus, it is important to provide distinct data summaries for youths in AFQT categories I-IIIA versus IIIB-V. This can be accomplished by estimating the probability that each YATS respondent would score in categories I-IIIA if he took the AFQT (i.e., at or above the 50th percentile) and using this probability to weight his survey responses.

In addition to AFQT category, it is also important to distinguish youths by high school status. First, it is important to distinguish respondents not in high school from those in high school. A large proportion of enlistments occur during or shortly after students' senior year. However, YATS respondents out of high school did not enlist at that time; otherwise they would have been excluded from the YATS sample. They also have had the opportunity to enter the labor force or go to college. Thus, YATS respondents not in high school differ from those in high school in fundamental ways. Moreover, among those not in high school, Service recruiting policy makes it important to distinguish high school diploma graduates from other respondents, such as dropouts or those with GEDs. Among persons still in high school, recruiting policy makes it important to distinguish seniors from younger students.

For the reasons outlined above, YATS results were analyzed for four major groups, according to high school status. The groups are: (1) high school diploma graduates; (2) high school seniors; (3) younger high

\*This chapter was written by Bruce R. Orvis and Martin T. Gahart of The Rand Corporation.

school students; and (4) non-completers, i.e., individuals without high school diplomas who are not continuing in high school. Only respondents with regular high school diplomas were classified as high school diploma graduates; persons with GEDs or ABE certificates were classified as non-completers. Each of the graduate and student groups was divided into two subgroups: AFQT category I-IIIA or AFQT category IIIB-V. Because of its lower recruiting priority, the non-completer group was not divided into subgroups. Estimates for the AFQT subgroups (i.e., categories I-IIIA versus IIIB-V) were generated using a method developed by the Rand Corporation. The method predicts the probability that YATS respondents would score in these categories if they took the written test, based on their background characteristic information in the YATS. The probabilities are used to weight the survey results (Orvis and Gahart, forthcoming). The mean estimated probabilities of scoring in AFQT categories I-IIIA (i.e., the proportions of persons who would score in these categories) were .572 for high school graduates, .650 for high school seniors, and .541 for younger high school students.\*

This chapter will use the high school status-AFQT category framework to examine several broad issues.

1. What are the positive propensity levels for the groups and how do they differ?
2. What are the rates of taking actions toward enlistment, such as discussing enlisting with someone or talking to a recruiter?
3. Does the pattern of recruiter contacts for the groups differ by Service?

\*The background information used to predict AFQT category includes age at survey, geographic region, race, parents' education, and academic factors such as math courses completed and high school grades. As compared to seniors, the lower probability of scoring in AFQT categories I-IIIA estimated for younger high school students may be attributable to the fact that the younger student group includes individuals with lower AFQT scores who will drop out of school before their senior year; for graduates, the lower probability is most likely due to the exclusion of individuals in their third or fourth years of college from the YATS sample. The equations used to predict AFQT category were undergoing final revision when this chapter was written; some minor changes in the results can be anticipated when the equations have been finalized.

4. What are the groups' plans for the coming year (or after high school), and how does enlistment propensity vary with these plans?
5. How aware are the groups of military advertising, and how does awareness vary by advertising medium? What is the total market coverage provided by all the media? Are there differences in awareness that might help explain the groups' propensity differences?
6. What do the groups know about military pay and enlistment incentives, and are there differences in knowledge that might help explain their propensity differences?
7. How much importance do the groups attach to various job characteristics, and what is the characteristics' perceived availability in military versus civilian jobs?

For each issue, the implications of the overall results and any differences among the groups for advertising and recruiting efforts will be discussed.

A. Positive Propensity Levels

Table 10.1 shows propensity to enlist in the military by high school status and AFQT category. In the upper panel, propensity measures for each of the active-duty Services are shown, as well as the composite measure of propensity to enlist in any active-duty Service. The lower panel shows propensity for the National Guard, the Reserves, and for a composite measure of propensity to enlist in the Guard/Reserves. The finding is the same for each measure: the propensity to enlist of high school students is much greater than that of high school graduates, and the propensity of AFQT category IIIB-V youths is much greater than that of category I-IIIA youths. The AFQT category propensity differences are striking. On the Composite Active Propensity Measure, for example, category IIIB-V high school students have a positive propensity level 15-20 percentage points greater than category I-IIIA high school students (45.2 versus 25.5 percent for seniors and 48.7 versus 34.5 percent for juniors and sophomores); the difference between category IIIB-V and category I-IIIA high school

Table 10.1. Positive Propensity for Military Service

Positive Propensity Measure	High School Status and AFQT Category					Total (n = 5478)
	High School Graduates (n = 2127)		High School Seniors (n = 883)		Younger High School Students (n = 1166)	
	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	
Active Propensity	4.5	12.1	10.3	25.5	15.2	21.0
Army	5.5	11.0	7.9	16.6	10.9	12.7
Navy	3.2	7.6	9.6	19.7	10.0	13.4
Marine Corps	6.4	13.5	13.3	21.1	19.8	24.8
Air Force	13.1	25.8	25.5	45.2	34.5	48.7
Composite Active Propensity						36.7
Reserve Propensity	5.3	11.6	8.8	19.1	12.5	13.2
National Guard	8.2	16.1	15.6	27.5	18.1	25.8
Reserves	10.7	20.9	20.1	34.7	22.3	33.3
Composite Reserve Propensity						21.8

Note: Entries are weighted percentages for male respondents ages 16-21 years.

Source: Questions 505, 507, 510-513.

graduates is nearly 13 percentage points (25.8 versus 13.1 percent).\* Differences between the high school student and high school graduate groups are also large and can be explained partially by the fact that high school graduation is a natural enlistment decision point. Since enlistees have been excluded from the YATS--and since enlistment is related to positive propensity--respondents in post-high school groups will tend to express lower enlistment propensities.

#### B. Actions Taken Toward Enlistment

Given the differences in enlistment propensity among the groups, we now examine the extent to which these differences are reflected in the rates of taking various actions toward enlistment. Table 10.2 shows the rates of taking such actions for each group. The actions are presented in order of decreasing frequency, and include discussing enlisting with someone during the past year or so, talking to a recruiter at any time in the past, talking to a recruiter in 1985, taking the ASVAB, mailing a postcard or coupon for information on the military, and making a toll-free call for information. Beginning with the first row of the table, we find that about half of the seniors and 35-45 percent of the other groups discussed the possibility of enlisting with someone during the past year. The fact that the rates are highest for seniors reflects the observation made earlier: seniors are at their natural enlistment decision point; high school graduates and non-completers have passed that point without enlisting, and younger students have not yet reached the point where they must decide whether to enlist after high school. The discussion measure captures this dimension, because it asks about recent conversations, i.e., during the past year or so.

As we would expect from the propensity differences seen in Table 10.1, AFQT category I-IIIA youths are somewhat less likely to have discussed the possibility of enlisting than are category IIIB-V youths. The magnitudes of the differences between the AFQT groups are about what

\*The difference in positive propensity levels between high school graduates in AFQT categories I-IIIA and categories IIIB-V cannot be attributed to the higher concentration of college students in the former group. The positive propensity rates differ by AFQT for both students and nonstudents.

Table 10.2. Actions Taken Toward Enlistment

Action Taken <sup>a</sup>	High School Status and AFQT Category					Total (n = 5478)
	High School Graduates (n = 2127)		High School Seniors (n = 883)		Younger High School Students (n = 1166)	
	Category I-IIIA	Category IIB-V	Category I-IIIA	Category IIB-V	Category I-IIIA	
Discussed military service with someone	38.2	40.9	51.8	55.1	39.7	42.0
Had contact with recruiter	48.8	53.4	37.7	43.1	20.3	26.1
Had contact with recruiter this year	20.9	23.3	29.9	34.0	13.9	15.2
Took ASVAB	29.9	34.6	17.7	19.2	6.6	5.5
Mailed post card or coupon	10.6	10.6	13.5	14.5	6.5	7.0
Made toll-free call	2.7	3.3	2.5	4.3	0.7	0.8
						2.5

Note: Entries are weighted percentages for male respondents ages 16-21 years.

<sup>a</sup> Discussed service refers to "within the last year or so"; recruiter contact and took ASVAB refer to "ever"; recruiter contact this year refers only to this calendar year, and mailed card and made toll-free call refer to "within the last 12 months."

Source: Questions 622, 625, 628, 633, 636, 639, 642, 645, 683.

one would expect given (1) their respective positive propensity levels and (2) the different rates of discussing enlistment found among persons with positive versus negative propensity. The differences reflect a statistically significant decrease in the discussion rate as respondents' probability of obtaining a high AFQT score increases. They are not large in absolute terms, however. As a result, a large proportion of the category I-IIIA high school graduate market and half of the category I-IIIA high school senior market may be expected to discuss the possibility of enlisting with other individuals during a given year. The implication is that advertising, recruiter presentations, and literature about military opportunities might be directed profitably at a wider audience than just the potential recruit himself, such as parents, other family members, friends, and teachers, with whom the individual is likely to have such discussions.

The next most frequent action consists of having talked to a military recruiter at any time in the past. About 50 percent of the high school graduates, 40 percent of the high school seniors and non-completers, and 25 percent of the younger high school students report they have talked to a recruiter. The overall pattern corresponds to the ages of the respondents in the given groups, since the measure concerns lifetime contacts. As for discussions, the magnitudes of the differences between the AFQT groups are about what one would expect given their respective positive propensity levels. Again, the rates of recruiter contacts vary significantly with AFQT, but the differences between the AFQT groups are not large in absolute terms. Comparing the recruiter contact levels for the different groups--and remembering that the survey is fielded in late summer to early fall--makes it clear that many contacts are initiated during the junior and senior years of high school. Recruiter contact levels rise 15-20 percentage points by early senior year as compared to younger students' levels, and they rise another 10 points thereafter. Interestingly, rates of contact with recruiters already differ by AFQT among the younger high school students, and this difference persists through senior year and graduation. Given the tendency to make recruiter contacts during junior year and the difference in contacts between AFQT groups, this period may

represent a good time to take actions to increase the rate of contacts among category I-IIIA students, which, ideally, would equal or surpass that found among category IIIB-V students.

The third most frequent action consists of having talked to a military recruiter in 1985. This measure is probably a better indicator of current interest in enlisting than lifetime recruiter contacts, since it reflects recent contacts and, thus, removes age as a factor for the older respondents. Consistent with this reasoning, the pattern of contact rates for seniors and high school graduates is reversed from that observed for lifetime contacts. Seniors show the highest rate of recent recruiter contacts, followed by graduates and non-completers, with younger students lowest. This reflects the enlistment decision sequence noted earlier and, generally, the propensity results in Table 10.1. Younger high school students have apparently not yet acted fully on their positive propensity. Thus, although their positive propensity level is as high as that for seniors, their discussion rate and, especially, recruiter contact rate are lower than the corresponding rates for seniors. As observed above, the high recruiter contact rate for seniors indicates that many contacts are made during junior year (or very early in senior year). Recent contacts vary significantly with AFQT for graduates and seniors. Again, this suggests that the period between early junior and senior years may be a time when special action could be taken to offset the lower rate with which category I-IIIA students make recruiter contacts under the current system. Recruiter contact differences between the AFQT groups will be examined for the individual Services in the next section.

The next action is having taken the ASVAB at any time in the past. Since the time frame is the respondent's lifetime, the measure shows the same age pattern seen for lifetime recruiter contacts. High school graduates show the highest rates, followed by seniors, non-completers, and younger high school students. Judging by the overall results, the tests would appear to represent institutional ASVAB administrations for the most part, with the possible exception of the high school graduates' tests. Institutional tests (given at high schools) are administered routinely to large groups of students, and thus the act of taking the test may not reflect an interest in joining the military. In contrast,

production ASVABs (administered at MEPS or remote testing sites) must be scheduled by recruiters at the expressed interest of the examinee. Consistent with this reasoning, only among the graduates does the rate of taking the ASVAB vary significantly with AFQT.

The rates of taking the remaining actions--mailing a postcard or making a call for information--are smaller. Where differences exist between the AFQT groups, they tend to be small and show lower rates of taking the action among category I-IIIA youths.

### C. Recruiter Contacts by Service

We next examine contacts with recruiters for the individual Services to see if they show the same differences by high school status and AFQT category as the overall recruiter contact results. Table 10.3 shows these contacts for two measures: lifetime contacts and contacts during 1985. For comparison purposes, the overall rates of contact regardless of Service are repeated for the two measures from Table 10.2. The Army has the highest rate of recruiter contacts. The rates for the other Services are considerably lower and are relatively uniform. For the Army and the Marine Corps, the results for the two measures resemble those seen in Table 10.2. Contacts with these Services on the lifetime measure are higher for high school graduates than for high school seniors and younger high school students, whereas recent contacts with these Services are highest among high school seniors. Moreover, contacts are less common among category I-IIIA youths than among those in AFQT categories IIIB-V. These patterns are less apparent for contacts with Navy and Air Force recruiters, however. In particular, the rates of recent contacts with recruiters for these Services do not differ much between high school graduates and seniors. Moreover, the rates of contacting recruiters for these Services tend to be as high for category I-IIIA youths as for category IIIB-V youths. In sum, contacts with recruiters for any individual Service are made by a relatively small proportion of young men. The Army appears to have the highest rate of recruiter contacts, but some special effort to boost contacts with AFQT category I-IIIA youths appears to be needed if the rate of contact with higher aptitude youths is to equal or surpass that with lower AFQT youths. As noted, the same self-selection problem appears to apply to contacts with Marine Corps recruiters.

Table 10.3. Recruiter Contacts by Service

Recruiter Contact	High School Status and AFQT Category					Total (n = 5478)
	High School Graduates (n = 2127)		High School Seniors (n = 883)		Younger High School Students (n = 1166)	
	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	
<u>Lifetime</u>						
Army	26.7	30.2	16.6	21.4	7.8	12.3
Navy	16.0	16.5	9.0	7.8	6.4	9.8
Marine Corps	14.3	16.6	11.7	16.6	6.5	10.1
Air Force	12.4	13.1	8.4	6.2	8.2	7.7
Any military recruiter	48.8	53.4	37.7	43.1	20.3	26.1
<u>This Year</u>						
Army	10.8	12.7	13.8	17.0	4.5	6.1
Navy	6.3	7.3	7.4	5.3	4.1	3.6
Marine Corps	6.6	7.0	10.1	14.3	4.9	7.3
Air Force	4.9	5.7	4.7	4.0	5.2	3.1
Any military recruiter	20.9	23.3	29.9	34.0	13.9	15.2

Note: Entries are weighted percentages for male respondents ages 16-21 years.

Source: Questions 628, 629, 633, 636, 639, 642.

D. Plans for Next Year (or After High School)

Up to this point, we have reviewed the differences in enlistment propensity among the high school-AFQT groups and have seen the extent to which these differences are reflected in the actions the groups have taken toward enlistment. We now begin to examine factors that might help to explain these differences. For example, do the groups differ in their plans for the coming year (or after high school); in their awareness of military advertising; in their knowledge of military pay and enlistment incentives; or in their perceptions of the importance of various job characteristics and the availability of these characteristics in military versus civilian jobs? We begin by examining the groups' most likely plans for the coming year.

Table 10.4A shows the percentage distribution of most likely plans among several alternatives for each group. There are large differences in plans according to high school status. Seniors and younger high school students are much more likely to indicate that they plan to attend school full-time than are high school graduates or non-completers. In contrast, high school graduates and non-completers are more likely to indicate that they plan to work full-time. Consistent with the propensity results shown earlier, plans to serve in the military are most common among respondents in high school.

There are also large differences in plans between the AFQT groups. Category I-IIIA youths are much more likely than category IIIB-V youths to say they intend to attend school full-time; category IIIB-V youths are more likely than category I-IIIA youths to say they intend to work full-time, and, to a lesser extent, to serve in the military. The data suggest clearly that the military is competing with full-time school attendance for the majority of AFQT category I-IIIA youths. This is especially true for seniors and younger high school students. For lower aptitude high school students, the opportunity to recruit from the school and labor markets appears more balanced. However, still, more such persons indicate that they plan to attend school than to work. Finally, for AFQT category IIIB-V high school graduates and non-completers, the pattern is reversed. For such persons, the results suggest that the military is competing more with the full-time labor market than with full-time school attendance.

Table 10.4A. Most Likely Plans for Next Year (or After High School)

Most Likely Plans	High School Status and AFQT Category						Total (n = 5479)	
	High School Seniors (n = 883)		Younger High School Students (n = 1166)		Non-Completers (n = 1302)			
	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V		
Going to school full-time	53.4	31.2	68.9	44.0	61.6	41.1	31.5	
Going to school part-time	6.6	7.7	6.6	10.2	8.8	10.8	9.9	
Working full-time	33.9	50.1	15.8	27.2	18.8	24.9	42.0	
Working part-time	1.7	2.9	1.9	3.8	2.7	3.9	4.1	
Serving in the military	0.7	3.6	3.7	10.8	9.3	14.8	7.4	
Other	2.5	2.4	2.6	3.1	1.3	2.5	3.4	
Don't know	1.2	2.1	0.5	0.9	1.3	2.0	1.7	
							1.5	

Note: Entries are weighted percentages for male respondents ages 16-21 years.

Source: Question 517.

Table 10.4B. Positive Propensity Level by Most Likely Plans

Most Likely Plans	High School Status and AFQT Category						Total (n = 5478)	
	High School Seniors (n = 883)		Younger High School Students (n = 1166)		Non-Completers (n = 1302)			
	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V		
Going to school full-time	12.0 (n=972)	25.0	19.0 (n=529)	32.8	22.8 (n=622)	33.0	27.7 (n=402)	
Going to school part-time	18.6 (n=154)	34.0	39.1 (n=18)	56.3 (n=108)	38.3 (n=108)	47.7 (n=123)	43.2 (n=653)	
Working full-time	10.7 (n=838)	19.3	26.4 (n=165)	39.1	42.1 (n=226)	45.0 (n=345)	31.9 (n=174)	
Working part-time	11.4 (n=45)	30.4	32.7 (n=27)	44.1 (n=35)	22.3 (n=57)	49.5 (n=57)	29.5 (n=164)	
Serving in the military	100.0 (n=41)	100.0	100.0 (n=58)	100.0 (n=132)	97.4 (n=132)	97.6 (n=100)	97.5 (n=331)	
Other	25.3 (n=42)	34.9	40.1 (n=19)	52.8	43.3 (n=22)	48.8	38.0 (n=47)	
Don't know	23.5 (n=35)	20.3	--	--	47.1 (n=21)	57.8	31.4 (n=28)	

Note: Entries are weighted percentages for male respondents ages 16-21 years. They indicate the positive propensity level on the composite active propensity measure for the indicated group.

Source: Question 517.

How do the differences in most likely plans relate to the propensity differences among the groups? First, the differences in plans to serve in the military mirror the groups' differences in composite active propensity seen in Table 10.1. What about differences in school and job plans? The difference between AFQT groups in plans to attend school full-time versus work full-time is striking. Given the large difference in enlistment propensity by AFQT, this difference in plans raises a logical question as to whether planning to attend school full-time is more strongly associated with negative enlistment propensity and, thus, whether the difference in plans between the AFQT groups might help to explain their difference in enlistment propensity.

To enable us to examine this issue more closely, Table 10.4B shows positive composite active propensity level according to both high school-AFQT group and most likely plans. Note that in each group, persons indicating they plan to serve in the military have a positive propensity level of nearly 100 percent. For persons planning to attend school full-time or work full-time, the relationship of these plans to their enlistment propensity varies with high school status. Among high school graduates, persons planning to attend school full-time are equally or, if anything, somewhat more likely to express positive propensity than those planning to work full-time. Indeed, a regression analysis of these results indicates that if we control for AFQT differences between graduates planning to attend school and graduates planning to work, the former express significantly higher propensity.\* For younger high school students, however, this is not the case. For this group, plans to attend school full-time (after high school) are associated with lower enlistment propensity than plans to work full-time, regardless of AFQT score. The picture for high school seniors is complex. Taken as a whole, seniors planning to attend school full-time (after high school) are less likely to express positive propensity than those planning to work full-time. However, this pattern is apparently

\*This finding results from the higher AFQT scores of graduates planning to attend school full-time which, if not controlled, act to lower the enlistment propensity of this group and make it appear more similar to the propensity level among graduates planning to work full-time.

attributable to the higher aptitude of the seniors who plan to attend school. When this difference in AFQT scores is accounted for, the results suggest that the positive propensity level among seniors planning to attend school and seniors planning to work is comparable. The pattern for non-completers most closely resembles that of category IIIB-V high school seniors.

Taken together, the results in Tables 10.4A and 10.4B indicate that the military is competing more with the school market than with the labor market for AFQT category I-IIIA youths. This is especially true for high aptitude high school students, as compared to high aptitude high school graduates. The results in Table 10.4B suggest that category I-IIIA high school graduates who plan to attend school full-time in the coming year may be no more difficult to recruit than those planning to work full-time (ignoring any possible differences in the difficulty of locating the two groups). Moreover, graduates with equivalent AFQT scores may be easier to recruit if they plan to attend school than if they plan to work. For high school seniors, the results are mixed. In general, seniors in categories I-IIIA who plan to attend school full-time after high school are likely to be more difficult to recruit than those planning to work full-time. However, this difference is apparently attributable to the higher aptitude of those planning school. Among those with equivalent AFQT scores, there is little difference in propensity between seniors planning school and those planning to work. Finally, for younger high school students in categories I-IIIA, interesting those who plan to work full-time after high school in military service may be easier than creating interest among those who plan to attend school full-time. The propensity results in Table 10.4B suggest that younger high school students in categories I-IIIA who plan to work full-time may also be considering military service to a greater extent than their senior counterparts; their positive propensity level is considerably higher. This accounts for the difference in the findings for seniors and younger students, reported above.

#### E. Awareness of Advertising

We now examine awareness of military advertising and receipt of unsolicited recruiting literature among the high school-AFQT groups. Table 10.5 has three sections. The upper section shows the percentages

**Table 10.5. Awareness of Broadcast and Print Media Advertising and Receipt of Recruiting Literature**

Medium and Service	High School Status and AFQT Category					Total (n = 5478)
	High School Graduates (n = 2127)		High School Seniors (n = 883)		Younger High School Students (n = 1166)	
	Category I-IIA	Category IIIB-V	Category I-IIIA	Category IIIB-V	Category I-IIIA	
<u>Saw/Heard Broadcast Advertising From:</u>						
Army	54.1	55.1	54.5	57.9	54.1	53.8
Navy	37.0	32.7	38.1	35.1	37.4	35.4
Marine Corps	43.8	42.3	46.3	45.8	43.2	42.8
Air Force	42.9	41.0	46.8	45.7	44.7	42.4
National Guard/Reserves	18.5	16.5	15.8	13.0	13.8	15.8
Joint Services	32.6	27.8	34.5	27.6	30.8	23.9
Any Service	88.9	85.7	90.3	88.9	88.7	86.4
<u>Saw Print Advertising Of:</u>						
Army	49.8	48.7	55.1	51.9	48.4	48.6
Navy	29.7	26.4	27.3	24.6	24.7	25.6
Marine Corps	36.6	33.9	36.6	37.5	32.0	33.5
Air Force	36.4	35.0	41.7	37.9	39.7	35.4
National Guard/Reserves	8.3	7.4	8.9	9.6	6.0	7.1
Joint Services	17.6	15.2	21.3	18.4	14.1	15.7
Any Service	77.8	74.3	84.6	81.9	76.8	75.3
<u>Received Literature From:</u>						
Army	41.6	34.5	43.8	39.8	10.5	22.3
Navy	23.8	20.7	26.5	21.7	2.3	9.9
Marine Corps	28.8	24.1	29.7	27.0	4.9	5.7
Air Force	23.4	20.1	23.0	16.7	2.6	2.9
National Guard/Reserves	4.5	4.1	7.7	6.3	1.8	1.3
Joint Services	5.7	4.2	8.2	6.1	0.3	0.7
Any Service	62.6	55.1	66.6	60.4	16.9	16.6

Note: Entries are weighted percentages for male respondents ages 16-21 years.

Source: Questions 616-621.

of the various groups that recall seeing broadcast advertising for the military during the past year. Results are presented for the individual active Services, the National Guard/Reserves, and for joint Service advertising. The last row of the section shows the percentages aware of any broadcast advertising, regardless of sponsor. The middle section of the table follows the same format, but presents results for print advertising. The bottom section shows figures for receipt of recruiting literature (at any time in the past), using the same format. We will examine each of the sections in turn. The discussion will concern the overall levels of advertising awareness and receipt of literature for the groups and whether the pattern of the results for the different groups might help to explain their differences in enlistment propensity.

Overall, there is very high awareness of broadcast advertising for the military. The last row of the first section of Table 10.5 indicates that 80-90 percent of the respondents recall seeing or hearing broadcast advertising for some military Service during the past year. Recall of broadcast advertising for the individual Services and components is considerably lower. Awareness levels are highest for the active duty Services, followed by joint Service advertising, and, finally, by broadcast advertising for the National Guard/Reserves. Among the active duty Services, awareness of broadcast advertising is highest for the Army, followed by the Marine Corps and the Air Force, and is lowest for the Navy. There are no large differences in awareness of broadcast advertising among the high school-AFQT groups. Only a few of the differences are statistically significant; they suggest that AFQT category I-IIIA youths tend to be somewhat more aware of broadcast advertising than category IIIB-V youths. Thus, the results are reassuring in showing that broadcast advertising for the military is reaching as many high aptitude youths as lower aptitude youths. Differential awareness of broadcast advertising is not a likely explanation for the propensity differences among the groups, and, in particular, for the lower propensity of category I-IIIA youths.

There is also high awareness of print advertising for the military. The last row of the second section of Table 10.5 indicates that 65-85 percent of the respondents recall seeing print advertising for some

military Service during the past year. Recall of print advertising for the individual Services and components is considerably lower, and follows the same pattern as for broadcast advertising. Awareness levels are highest for the active duty Services, followed by joint Service advertising, and, finally, by print advertising for the National Guard/Reserves. Among the active duty Services, awareness of print advertising is highest for the Army, followed by the Marine Corps and the Air Force, and is lowest for the Navy. Although the differences are somewhat larger than for broadcast advertising, there are still no large differences in awareness of print advertising among the groups. Again, a few of the differences are statistically significant, and suggest that AFQT category I-IIIA youths tend to be somewhat more aware of print advertising than category IIIB-V youths. They also suggest that awareness of print advertising in general, irrespective of Service, is greater among high school seniors than among the other groups. As true for broadcast advertising, the results are reassuring in showing that as many high aptitude youths as lower aptitude youths are being reached with print advertising. Differential awareness of print advertising is not a likely explanation for the propensity differences among the groups, and, in particular, for the lower propensity of category I-IIIA youths.

The receipt of unsolicited recruiting literature is reported by fewer respondents than the proportions reporting awareness of broadcast or print advertising for the military. This is especially true for younger high school students, but is also the case for the other groups. The last row of the last section of Table 10.5 indicates that 55-65 percent of the high school graduates and high school seniors recall receiving unsolicited recruiting literature for some military Service at some time in the past. The figures for younger high school students and non-completers are much lower, and for much the same reason: most literature is mailed during youths' senior year in high school. Recall of receiving literature for the individual Services and components is considerably lower. Similar to broadcast and print advertising, receipt levels are highest for the active duty Services, followed by joint Service literature, and, finally, by literature for the National Guard/Reserves. Among the active duty Services, reported receipt of

literature is highest for the Army, followed by the Marine Corps, and is lowest for the Air Force and Navy. The differences among the groups are larger than they were for broadcast or print advertising, and, as noted, clearly reflect the policy of mailing literature to high school seniors. Moreover, although not large in absolute terms, the differences between the AFQT groups among high school graduates and seniors are statistically significant, and indicate that more AFQT category I-IIIA youths than category IIIB-V youths report receiving unsolicited recruiting literature. As is true for broadcast and print advertising, then, the results are reassuring in showing that recruiting literature is reaching as many high aptitude youths as lower aptitude youths. Differential receipt of such literature is not a likely explanation for the lower propensity of category I-IIIA youths.

Up to now, we have examined recall of broadcast and print advertising and the receipt of recruiting literature separately. Next, we will examine recall of the combined media. Specifically, we are interested in the coverage of the market provided by all the media together. Given the results in Table 10.5, if the individual media reach different audiences, DoD might expect to reach almost all youths with the combination of all media together. On the other hand, if there is substantial overlap in the audiences reached by the individual media, advertising may fail to reach a substantial number of youths. Table 10.6 presents results on this issue. The upper portion of the table shows the percentage of each group that recalls seeing or hearing broadcast or print advertising for the military during the past year. The lower portion of the table also includes receipt of unsolicited recruiting literature, presenting results for all three media combined.

Overall, there is very high recall of recent advertising for the military. The last row of each section of Table 10.6 indicates that about 95 percent of the respondents recall seeing or hearing advertising for some military Service during the past year or receiving unsolicited recruiting literature. Recall of advertising for the individual Services and components is considerably lower, however. Awareness levels are highest for the active duty Services, followed by joint Service advertising, and, finally, by advertising for the National Guard/Reserves. The figures for the active duty Services vary

Table 10.6. Market Coverage of Combined Advertising Media

Media and Service	High School Status and AFQT Category					Total (n = 5478)
	High School Graduates (n = 2127)		High School Seniors (n = 883)		Younger High School Students (n = 1166)	
	Category I-IIIA	Category IIIIB-V	Category I-IIIA	Category IIIIB-V	Category I-IIIA	
<u>Aware of Broadcast or Print Advertising:</u>						
Army	69.4	70.2	74.3	73.9	69.9	69.7
Navy	48.9	44.6	51.0	46.4	46.9	44.2
Marine Corps	56.9	55.1	60.0	59.6	55.4	56.2
Air Force	56.4	55.2	62.6	59.7	61.8	57.5
National Guard/Reserves	22.3	19.6	18.9	18.0	17.0	14.8
Joint Services	37.6	32.8	40.8	32.7	34.6	28.5
Any Service	94.4	92.6	96.6	96.1	94.3	93.5
<u>Aware of Broadcast/Print Advertising or Received Recruiting Literature:</u>						
Army	79.4	78.4	84.1	83.6	73.0	72.0
Navy	59.0	53.6	61.5	55.8	47.7	45.4
Marine Corps	67.0	63.9	69.6	68.0	56.9	57.5
Air Force	64.5	61.8	70.4	64.8	62.5	58.4
National Guard/Reserves	24.8	22.5	23.5	21.3	18.6	15.8
Joint Services	39.5	34.1	43.8	34.6	34.6	28.5
Any Service	96.7	95.2	98.1	98.2	95.1	93.9

Note: Entries are weighted percentages for male respondents ages 16-21 years.  
Source: Questions 616-621.

considerably. Awareness of advertising is highest for the Army. The bottom section of Table 10.6 indicates that Army coverage averages about 75 percent of all respondents and 80-85 of high school graduates and seniors in AFQT categories I-IIIA, considering all three media together, i.e., recall of recent Army advertisements or receipt of Army recruiting literature. The coverage rates for the Marine Corps and Air Force are substantially lower, and are lower still for the Navy. Overall coverage averages about 60 percent for the Marine Corps and Air Force, and about 50 percent for the Navy; coverage of high school graduates and seniors in categories I-IIIA averages about 65-70 percent for the Marine Corps and Air Force, and about 60 percent for the Navy. Only 40 percent of these two high aptitude groups report awareness of recent joint Service advertising, and only 20-25 percent recall such advertising for the National Guard or Reserves. As seen earlier for the individual media, the results are reassuring in showing that military advertising is reaching as many high aptitude youths as lower aptitude youths. Differential awareness of advertising is not a likely explanation for the lower propensity of category I-IIIA youths. However, large proportions of AFQT category I-IIIA high school graduates and seniors report no awareness of recent advertising for most of the active Services or for the Guard/Reserves.

#### F. Knowledge of Military Pay and Enlistment Incentives

We now examine knowledge of military pay and enlistment incentives among the groups. Table 10.7 presents results concerning knowledge of military starting pay and two enlistment incentives: cash enlistment bonuses and post-service educational benefits. In comparison to the levels of awareness of military advertising, discussed in the preceding section, knowledge of pay and the enlistment bonus program is much less common. Awareness of educational benefits is considerably greater, but is still substantially lower than awareness of military advertising.

Approximately 25 percent of the respondents were able to provide estimates within \$100 of actual starting pay, which was about \$575 per month at the time of the survey. Knowledge of pay was significantly greater among high school graduates than among seniors or younger high school students, but, even among graduates, only 25-30 percent provided

Table 10.7. Knowledge of Monthly Starting Pay and Enlistment Incentives

Item	Category I-IIA	High School Status and AFQT Category				Total (n = 5478)	
		High School Seniors (n = 883)		Younger High School Seniors (n = 1166)			
		Category I-IIIA	Category I-IIIB-V	Category I-IIIA	Category I-IIIB-V		
<u>Monthly Starting Pay</u>							
<u>Underestimate</u>	24.4	23.2	24.8	27.1	24.3	29.5	
CLOSE estimate	25.4	29.9	19.2	20.5	18.7	25.5	
<u>Overestimate</u>	27.1	24.3	27.6	23.8	22.0	23.5	
Don't know/refused	23.1	22.6	28.4	28.6	35.0	24.1	
Median	500	500	500	500	500	26.9	
<u>Cash Enlistment Bonus</u>							
Yes	33.9	32.2	26.9	27.3	21.1	23.9	
No	53.4	57.1	59.3	60.7	67.6	64.0	
Don't know	12.7	10.7	13.8	12.0	11.3	12.1	
Median	1000	1500	1000	1000	500	1200	
<u>Educational Benefits</u>							
Yes	78.1	70.5	74.4	62.6	66.3	59.3	
No	19.2	25.9	22.5	32.4	30.4	68.0	
Don't know	2.7	3.6	3.1	5.0	3.3	35.0	
Median	10000	10000	10000	10000	8000	5.7	
						10000	

Note: Entries are weighted percentages for male respondents ages 16-21 years.

a An "overestimate" is \$675 or more. An "underestimate" is \$475 or less. A "close estimate" is a figure between \$475 and \$674. Monthly starting pay at the time of the 1985 survey was \$573.60.

b Entries are based on interviews with 3,158 respondents.

c Entries are based on interviews with 2,320 respondents.

Source: Questions 55, 558, 559, 562.

close estimates. Knowledge of pay did not vary significantly by AFQT group except among graduates, where more category IIIB-V youths than category I-IIIA youths were able to provide close estimates. With respect to misestimations of starting pay, there were no significant differences in the pattern of misestimations (i.e., underestimates versus overestimates) according to high school status or AFQT category. The results suggest that differential knowledge of military starting pay is not a likely explanation for the difference in enlistment propensity found between the AFQT groups. And, although knowledge of pay is low, the effect of increasing awareness of starting pay on enlistment propensity is unclear and probably not large. For one thing, although the medians of the pay values provided by the respondents who were able to estimate pay (i.e., those who did not indicate that they did not know the value) are somewhat low, they are reasonably close to the actual value of \$575. In other words, respondents were almost as likely to overestimate pay as to underestimate it. Thus, most of the effect of increasing awareness of starting pay would appear to depend on changes in enlistment propensity among the "don't know" respondents. Results presented earlier in this report indicate that nearly 70 percent of such persons did not change their stated propensity after being informed of the correct starting pay value, and that those who did changed in both directions.

Knowledge of the availability of cash enlistment bonuses was low for all groups. Overall, 27 percent of the respondents were aware of cash bonuses. Awareness was greatest among high school graduates; about one-third of this group was aware of the bonuses. Awareness among high school seniors was about 5 percentage points lower at 27 percent, and awareness among younger high school students was lowest, at 21 percent. There were no differences in awareness between the AFQT groups. Given these results, differential knowledge of the availability of cash enlistment bonuses is not a likely explanation for the propensity difference between the AFQT groups. Nonetheless, since awareness of bonuses is so low and, moreover, since those aware of the bonuses seriously underestimate their maximum value--as seen in the median bonus values indicated in the table--greater dissemination of information on

the availability of the bonuses and on their cash value might prove useful in recruiting efforts.

Knowledge of the availability of post-service educational benefits is much more prevalent than knowledge of pay or enlistment bonuses. Overall, about two-thirds of the respondents report awareness of educational benefits. Awareness of educational benefits is greatest among high school graduates, next greatest among high school seniors, followed by younger high school students and non-completers. Awareness of educational benefits is significantly greater among category I-IIIA youths than among category IIIB-V youths. Among category I-IIIA high school graduates and seniors, the awareness level is 75-80 percent. These results are reassuring; awareness levels are high and differential awareness of educational benefits does not appear to be a factor in explaining the propensity difference between category I-IIIA and category IIIB-V youths. Given the high level of awareness evident among category I-IIIA high school graduates and seniors, it is questionable whether further increases in awareness among potential high quality recruits are feasible. However, the data show that the median educational benefit values estimated by all the groups are well below the true maximum benefit under the new G.I. Bill.\* Thus, while it may not be feasible to increase awareness of post-service educational benefits per se, future advertising aimed at increasing knowledge of the dollar value of the benefits might be beneficial.

#### G. Preference for Job Characteristics and Perceived Availability in Military versus Civilian Jobs

This section presents results on the perceived importance of various job characteristics and on the perceived availability of these characteristics in military jobs as compared to civilian jobs. The results are presented in figures that differ in format from the tables presented earlier in this chapter. Each characteristic was placed into

\*Since the 1985 YATS II Survey was fielded a relatively short time after the new G.I. Bill went into effect, it is possible that knowledge of the benefit's dollar value may improve during 1986. Knowledge of the new benefits paid by the Services will be reassessed in the 1986 Survey. The results will indicate whether awareness has improved, given the longer time period available to disseminate information about the new G.I. Bill.

one of four quadrants of a graph, according to its perceived importance and availability. The two upper quadrants of each graph contain characteristics that were rated as being relatively important; whereas, the two lower quadrants contain characteristics that were rated as being less important. For availability, the two right quadrants of each graph contain characteristics that were rated as being more available in military jobs than in civilian jobs; whereas the two left quadrants contain characteristics that were rated as being more available in civilian jobs than in military jobs. This categorization of the characteristics provides the framework illustrated below.

Relatively important and more available in civilian jobs	Relatively important and more available in military jobs
Less important and more available in civilian jobs	Less important and more available in military jobs

The framework suggests for which characteristics advertising might be helpful and, moreover, provides guidance concerning the type of advertising that would be most beneficial. For example, characteristics in the upper right quadrant are perceived as both important and available in military jobs. For such characteristics, augmentation or redirection of advertising may not be required. In contrast, characteristics in the upper left quadrant are rated as important, but are perceived to be less available in military jobs than in civilian jobs. Where appropriate, advertising for these characteristics could attempt to increase awareness of their availability in the military. Conversely, characteristics in the lower right quadrant are rated as being more available in military jobs than in civilian jobs, but are not rated as being especially important. Where appropriate, advertising for

these characteristics could attempt to increase their perceived importance. Finally, characteristics in the lower left quadrant are not rated as important and, moreover, are perceived to be more available in civilian jobs. Advertising for such characteristics may be both less useful and more difficult.

To create the graphs, responses to questions concerning the importance of the various job characteristics were coded as follows: "extremely important" = 4; "very important" = 3; "somewhat important" = 2; "not at all important" = 1; "don't know" = 2.5. Thus, a mean score of 3 or higher for a given high school-AFQT group indicates that on average the members of that group rated the characteristic as being extremely or very important. This was the cutoff point used to place characteristics in the upper quadrants of the graph. Ratings of the perceived availability of the characteristics were coded as follows: "more likely to occur in a military job" = 3; "could occur in either one" or "don't know" = 2; "more likely to occur in a civilian job" = 1. Thus, a mean score greater than 2 for a given group indicates that on average the members of that group rated the characteristic as being more available in a military job than in a civilian job. This was the cutoff point used to place characteristics in the right quadrants of the graph.

Results are presented for high school graduates and high school students. The ratings made by seniors and younger high school students were combined, because of their similarity. For both graduates and students, separate graphs are presented for AFQT category I-IIIA youths and category IIIB-V youths. Because of their lower recruiting priority, results are not presented for non-completers. (They closely resemble those for category IIIB-V high school students except, not surprisingly, that getting money for education was rated as less important.) The figures list each characteristic in its appropriate quadrant and indicate its mean importance and availability ratings, in that order. Within each quadrant, the characteristics are listed in order of their perceived importance.

Figure 10.1A presents results for category I-IIIA high school graduates. Results for category IIIB-V graduates are shown in Figure 10.1B. A comparison of the two graphs reveals that they are highly similar. Nearly all the characteristics are located in the same

**Figure 10.1A**  
**PREFERRED JOB CHARACTERISTICS AND PERCEIVED AVAILABILITY  
 AMONG CATEGORY I-IIIA HIGH SCHOOL GRADUATES**

		<u>Importance</u> Extremely/Very		
		Availability		
Civilian Jobs		Military Jobs		
Enjoy work	(3.5,1.7)	Job security	(3.4,2.2)	
Personal freedom	(3.2,1.4)	Learn skill or trade	(3.1,2.1)	
Good income	(3.2,1.6)	Retirement benefits	(3.0,2.1)	
		<u>Importance</u> Slightly/Not at all/Don't know		

**Figure 10.1B**  
**PREFERRED JOB CHARACTERISTICS AND PERCEIVED AVAILABILITY  
 AMONG CATEGORY IIIB-V HIGH SCHOOL GRADUATES**

		<u>Importance</u> Extremely/Very		
		Availability		
Civilian Jobs		Military Jobs		
Enjoy work	(3.4,1.8)	Job security	(3.4,2.2)	
Good income	(3.3,1.7)	Learn trade or skill	(3.1,2.1)	
Personal freedom	(3.2,1.5)	Retirement benefits	(3.1,2.1)	
		Promotion opportunities	(3.0,2.0)	
		<u>Importance</u> Slightly/Not at all/Don't know		

Note: Source is questions 649-678. Characteristics with rounded mean ratings of 3.0 (importance) or 2.0 (availability) were placed in quadrants according to the ratings' true values.

quadrant in the two graphs. The two exceptions--"promotion opportunities" and "status and prestige" actually were also rated very similarly by graduates in the two AFQT groups. The difference in ratings was just enough, however, to locate the characteristic in a different quadrant. Although there are significant differences in some of the ratings by AFQT group, the differences are small in absolute terms. Overall, the two graphs convey the same results. Job security, learning a skill or trade, retirement benefits, and, to a somewhat lesser extent, promotion opportunities are perceived to be important job characteristics and are perceived to be more available in military jobs than in civilian jobs. Special advertising efforts do not appear to be needed for these characteristics for high school graduates. In contrast, enjoying your work, personal freedom, and good income are rated as being important but less available in military jobs than civilian jobs. Where feasible, efforts might be directed at increasing the perceived availability of these characteristics in the military.\* The characteristics of equal pay and opportunity for men and women, doing something for your country, getting money for education being trained for leadership, and to a lesser extent, having status and prestige are rated as being more available in the military but as not being especially important. Where appropriate, advertising for these characteristics might be directed at increasing their perceived importance. Finally, staying in your area, parents' approval, and, to a lesser extent, having a lot in common with your co-workers are rated both as less important and less available in military jobs. Designing advertising for these characteristics may be difficult and have less utility.

\*Clearly, such characteristics as personal freedom may be less available in military jobs than in civilian jobs, and, thus, advertising these characteristics per se may not be feasible. However, in such cases, it may be possible to design advertising that would help counter general perceptions that could adversely affect enlistments. For example, in the case of personal freedom, advertising might stress choices that are available to recruits, such as choice of job or, where appropriate, length of service and location of assignment.

Figure 10.2A presents results for category I-IIIA high school students. Results for category IIIB-V students are shown in Figure 10.2B. A comparison of the two graphs reveals that they are highly similar to each other and, moreover, to the results for high school graduates. Nearly all the characteristics are located in the same quadrant in the two graphs. The one exception--"get money for education"--actually was also rated very similarly by the two AFQT groups. The difference in ratings was just enough, however, to locate the characteristic in a different quadrant. Although there are significant differences in some of the ratings for the AFQT groups, the differences are small in absolute terms. Overall, the two graphs convey the same results. Job security, learning a skill or trade, retirement benefits, and, to a somewhat lesser extent, getting money for education are perceived to be important job characteristics and are perceived to be more available in military jobs than in civilian jobs. Current advertising efforts concerning importance and availability appear to be effective for these characteristics for high school students. In contrast, enjoying your work, personal freedom, and good income are rated as being important but less available in military jobs than civilian jobs. Where feasible, efforts might be directed at increasing the perceived availability of these characteristics in the military. The characteristics of equal pay and opportunity for men and women, doing something for your country, being trained for leadership, promotion opportunities, and having status and prestige are rated as being more available in the military but as not being especially important. Where appropriate, advertising for these characteristics might be directed at increasing their perceived importance. Finally, staying in your area, parents' approval, and, to a lesser extent, having a lot in common with your co-workers are rated both as less important and less available in military jobs. Designing advertising for these characteristics may be difficult and less useful.

Taken together, the results for high school graduates and high school students provide little evidence of meaningful differences between the AFQT groups in the perceived importance or availability of the job characteristics described above. Thus, it is unlikely that such

Figure 10.2A  
PREFERRED JOB CHARACTERISTICS AND PERCEIVED AVAILABILITY  
AMONG CATEGORY I-III A HIGH SCHOOL STUDENTS

		<u>Importance</u>		
		Extremely/Very		
<u>Availability</u> Civilian Jobs		Enjoy work	(3.5, 1.7)	
		Good income	(3.2, 1.7)	
		Personal freedom	(3.2, 1.5)	
		Job security	(3.3, 2.2)	
		Learn trade or skill	(3.1, 2.1)	
		Retirement benefits	(3.0, 2.2)	
		Get money for education	(3.0, 2.2)	
		<u>Availability</u>		
		Military Jobs		
		Promotion opportunities	(3.0, 2.1)	
		Do something for country	(2.8, 2.6)	
		Equal pay/opportunity for men and women	(2.7, 2.2)	
		Training for leadership	(2.7, 2.4)	
		Status and prestige	(2.6, 2.0)	
		<u>Importance</u>		
Slightly/Not at all/Don't know				

Figure 10.2B  
PREFERRED JOB CHARACTERISTICS AND PERCEIVED AVAILABILITY  
AMONG CATEGORY IIIB-V HIGH SCHOOL STUDENTS

		<u>Importance</u>		
		Extremely/Very		
<u>Availability</u> Civilian Jobs		Enjoy work	(3.4, 1.8)	
		Good income	(3.2, 1.8)	
		Personal freedom	(3.2, 1.6)	
		Job security	(3.3, 2.2)	
		Learn skill or trade	(3.1, 2.1)	
		Retirement benefits	(3.0, 2.2)	
		<u>Availability</u>		
		Military Jobs		
		Get money for education	(3.0, 2.2)	
		Promotion opportunities	(2.9, 2.1)	
		Do something for country	(2.9, 2.5)	
		Equal pay/opportunity for men and women	(2.8, 2.2)	
		Training for leadership	(2.8, 2.4)	
		Status and prestige	(2.6, 2.1)	
		<u>Importance</u>		
Slightly/Not at all/Don't know				

Note: Source is questions 649-678. Characteristics with rounded mean ratings of 3.0 (importance) or 2.0 (availability) were placed in quadrants according to the ratings' true values.

differences account for the difference in propensity between AFQT category I-IIIA and category IIIB-V youths. Moreover, the results for graduates and high school students are very similar. The most notable exception occurs for the characteristic of getting money for education, which is rated as being more important by those still in high school. This does not mean that getting money for education is unimportant to graduates. In fact, research by Hosek and Peterson (1985) indicates that among graduates not currently in school, those expecting further education are more likely to enlist than those not expecting further education (whereas, expectations for more education decrease enlistments among high school seniors). These enlistment results appear generally consistent with the propensity differences between persons planning to attend school or work reported earlier in this chapter. Thus, the higher importance rating given to getting money for education as a job characteristic by high school students may mean that both working and going to school are in their future plans. Among graduates, many of those currently in school may not plan to get full-time jobs until they have finished their education; such persons would probably not see getting money for education as an important job characteristic. Moreover, as we saw earlier, plans to attend school in the near future are less prevalent among graduates than among high school students. Finally, to the extent that educational benefits increase enlistments, the fact that the graduate sample does not contain high school graduates who enlisted may act to reduce the rated importance of getting money for education. On the whole, however, the results for graduates and high school students and for youths in AFQT categories I-IIIA and categories IIIB-V are very similar. This suggests that advertising that is effective in increasing propensity to enlist for one group will also tend to increase propensity for the other groups.

#### H. Summary

An AFQT-based classification of recruiting groups was used to analyze selected results from the 1985 YATS II Survey. Results were analyzed for four major groups according to high school status: (1) high school diploma graduates; (2) high school seniors; (3) younger high school students; and (4) non-completers. Each of the graduate and

student groups was divided into two subgroups: AFQT category I-IIIA or AFQT category IIIB-V. Because of its lower recruiting priority, the non-completer group was not divided into subgroups. The chapter began by examining the positive propensity levels and actions taken toward enlistment among the groups, and then examined future plans, awareness of advertising, knowledge of military pay and enlistment incentives, and perceptions of job characteristics. Discussion focused both on the overall pattern of results for the various groups and on differences among the groups that might shed light on the lower enlistment propensity of category I-IIIA youths. We begin by summarizing the propensity differences for the groups.

#### 1. Positive Propensity Levels

- Propensity to enlist is much greater for high school students than for high school graduates. Overall, about 35-40 percent of the students report positive composite active propensity, compared to just under 20 percent of the graduates.
- Enlistment propensity is much lower for AFQT category I-IIIA youths than for category IIIB-V youths. Positive composite active propensity for category I-IIIA high school students is estimated to be 15-20 percentage points lower than for category IIIB-V high school students; the corresponding difference among high school graduates is approximately 13 percentage points.

#### 2. Actions Taken Toward Enlistment

- Recent actions such as talking to someone about enlisting during the past year or talking to a recruiter during 1985 are most prevalent among high school seniors, who are at their natural enlistment decision point. Lifetime actions such as talking to a recruiter or taking the ASVAB at any time in the past are most common among high school graduates, who are older and have had more opportunity to take such actions.
- Lower AFQT youths are more likely than higher AFQT youths to have taken actions toward enlistment. However, differences between the AFQT groups are not large in absolute terms, rarely exceeding 5 percentage points.

3. Recruiter Contacts by Service

- The Army has the highest rate of recruiter contacts; contact rates for the other Services are considerably lower and relatively uniform.
- For the Army and the Marine Corps, lifetime contacts are greatest among high school graduates, whereas recent contacts are most common among high school seniors. Contacts with AFQT category I-IIIA youths are less common than contacts with category IIIB-V youths. Some action to increase contacts among category I-IIIA youths may be desirable.
- For the Navy and Air Force, recent recruiter contact rates are more comparable for high school graduates and seniors and for the two AFQT groups.

4. Plans for Next Year (or After High School)

- As compared to graduates, high school students are much more likely to plan to attend school full-time. In contrast, they are less likely to plan to work full-time.
- Category I-IIIA youths are much more likely than category IIIB-V youths to plan to attend school full-time, whereas they are less likely to plan to work full-time.
- The military appears to compete with full-time school attendance for the majority of category I-IIIA youths. For lower aptitude youths, the opportunity to recruit from the school and labor markets is more balanced.
- Among high school graduates, category I-IIIA youths planning to attend school full-time have comparable enlistment propensity to those planning to work full-time. Among high school students, they have lower propensity.

5. Awareness of Advertising

- Overall, there is high awareness of recent advertising for the military. About 80-90 percent of the respondents recall seeing or hearing broadcast advertising for the military during the past year; awareness of print advertising is 5-10 percentage points lower. Recall of recent advertising for the individual Service, and components is considerably lower.

Awareness levels are highest for the active duty Services, followed by joint Service advertising, and, finally, by advertising for the National Guard/Reserves. Among the individual Services, awareness is highest for the Army, followed by the Marine Corps and Air Force, and is lowest for the Navy. There are no large differences in awareness among the high school-AFQT groups. However, category I-IIIA youths report somewhat greater awareness than category IIIB-V youths.

- Reports of receiving unsolicited recruiting literature are less common, reflecting both lower market coverage and the targeting of mailings to high school seniors. Differences for the individual Services and components parallel those found for awareness of recent advertising. AFQT category I-IIIA high school graduates and seniors are more likely to report receiving literature than are category IIIB-V graduates and seniors.
- The three media combined appear to cover about 95 percent of the market with military advertising. Coverage for the individual Services and components varies considerably and is much lower overall. Coverage averages about 80-85 percent of high school graduates and seniors in AFQT categories I-IIIA for the Army, 65-70 percent for the Marine Corps and Air Force, and 60 percent for the Navy. Coverage for joint Service and National Guard/Reserves advertising is much lower. Overall, the results are reassuring in showing that as many AFQT category I-IIIA youths as category IIIB-V youths are reached by advertising efforts. However, large proportions of category I-IIIA high school graduates and seniors report no awareness of recent advertising for most Services.

#### 6. Knowledge of Military Pay and Enlistment Incentives

- Only 25 percent of the respondents could closely estimate military starting pay. In general, knowledge did not vary by AFQT group. The data provide little evidence that differential knowledge of pay explains the lower propensity of category I-IIIA youths, or that increasing awareness of pay would increase enlistment propensity.

- Only 27 percent of the respondents were aware of enlistment bonuses, and they seriously underestimated the bonuses' cash value. Awareness did not vary by AFQT. Thus, differential awareness is not a factor in the lower propensity of AFQT category I-IIIA youths; nonetheless, advertising the availability of enlistment bonuses and their cash value might be beneficial.
- Two-thirds of the respondents overall and 75-80 percent of category I-IIIA high school graduates and seniors are aware of the post-Service educational benefit program. However, the maximum value of the benefit was underestimated considerably. Although it may not be feasible to increase awareness of educational benefits *per se*, advertising the benefit's dollar value might be beneficial.

7. Preference for Job Characteristics and Perceived Availability in Military versus Civilian Jobs

- To provide guidance for advertising, various job characteristics were analyzed according to their perceived importance and availability in military versus civilian jobs. Results for the high school-AFQT groups were very similar.
- Job security, learning a skill or trade, retirement benefits, and, to a lesser extent, getting money for education and promotion opportunities were perceived to be both important and more available in military jobs. Augmentation or redirection of advertising efforts for these characteristics is probably not needed.
- Where feasible, advertising efforts might be directed at increasing the perceived availability of enjoying your work, personal freedom, and good income in military jobs.
- Advertising efforts might be directed at increasing the perceived importance of equal pay and opportunity for men and women, doing something for your country, being trained for leadership, and having status and prestige.
- Having a lot in common with co-workers, staying in your area, and parents' approval were rated as both less available in military jobs and not especially important. Advertising for these characteristics may be more difficult and less useful.

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**Appendix A**  
**Sampling Design and Estimation Procedures**

## Appendix A

### Sampling Design and Estimation Procedures

This appendix summarizes the main elements of the sampling design and the estimation procedures for the 1985 YATS II survey. Additional details about the procedures appear in technical reports by Mason and Immerman (1985) and by Mason (1983).

#### A. Populations of Inferential Interest

The 1985 YATS survey was designed to provide estimates of parameters describing three populations, defined as:

- males aged 16 to 21 years
- females aged 16 to 21 years
- males aged 22 to 29 years
- who reside in the coterminous United States in households or noninstitutional group quarters with telephones
- who have never served in the military, other than possibly high school level Reserve Officer Training activities
- who have completed not more than two years of college.

The population parameters upon which the sampling design is based are the proportions of each population having a propensity toward active duty service. The 1984 YATS survey provided the propensity proportions used to design the 1985 sample.

#### B. Design Requirements

The YATS survey data provide national level estimates of parameters describing each of the three populations. Additionally, parameter estimates describing subpopulations or domains of the young male population, defined by Management Unit Designator (MUD) areas, are required by each of the Services.

Design requirements are specified in terms of the maximum values of the standard errors to be associated with the estimates for each of the reporting domains. The values set for the 1985 survey are summarized in Table A.1. Control over the geographic distribution of the sample is actually provided in terms of the geographic areas associated with Military

Table A.1. Precision Requirements Used to Design the 1985 Sample

Market/Reporting Domain	Required Precision <sup>1</sup>
<b><u>Young Males</u></b>	
National level estimates	0.0100
Estimate for any MUD <sup>2</sup> with a total population	
<100,000	0.0750
100,000 - 149,999	0.0750
150,000 - 199,999	0.0750
200,000 - 249,999	0.0650
250,000 - 299,999	0.0550
300,000 - 499,999	0.0500
≥ 500,000	0.0287
<b><u>Older Males</u></b>	
National level estimates	0.0175
<b><u>Females</u></b>	
National level estimates	0.0102

<sup>1</sup>Precision stated in terms of the maximum value of the standard error to be associated with the estimated proportion of persons in each reporting domain with a propensity for active service.

<sup>2</sup>Management Unit Designator (i.e., Any Recruiting Battalion, Navy Districts, Marine Corps Stations, and Air Force Squadrons).

Entrance Processing Stations (MEPS) rather than MUDS. For design purposes, MUD areas were classified into MEPS. Approximate geographic classifications were used in cases where MUD boundaries were not coincident with MEPS boundaries.

C. Sampling Design

The 1985 YATS II has a stratified, two-stage sampling design. Stratification variables are defined in terms of the geographic areas of the MEPS, involving a total of 66 strata. First-stage sampling units are clusters of households formed by the first eight digits of ten-digit telephone numbers. For stratification purposes, clusters were classified into MEPS based on the county in which the Rate Center City for the NPA (i.e., area) and NXX (i.e., telephone exchange) codes is located. Second-stage sampling units are households.

The Mitofsky/Waksberg random digit dialing procedure (Waksberg, 1978) was used to construct the clusters and select the sample. The procedure produces an equal probability sample of households within each MEPS.

The number and sizes of sample clusters allocated to each MEPS area were determined so as to satisfy the precision requirements in Table A.1 for the least cost given several practical considerations. This meant finding the least-cost allocation solution that met the variance constraints for young males. Equations describing data collection costs and sampling variances in terms of the number of sample clusters and sample housing units were developed for each MEPS. The equations were solved simultaneously for the first- and second-stage sample sizes and the allocation of each across MEPS, using numerical procedures based on Kuhn/Tucker theory (Simmons, 1975, pp. 169-209).

The sample resulting from the allocation procedure was expected to contain more than the required number of older males and females. This inefficiency was overcome by fielding the sample in waves. Based on expectations of the numbers of older males and females likely to be identified, clusters were randomly classified into three waves. Individuals in all three market groups were interviewed in wave 1 clusters, young males and females only were interviewed in wave 2 clusters, and only young males were interviewed in wave 3 clusters. The number of clusters in each wave was determined to provide the required differential sampling rates and, at the same time, to preserve the MEPS-level allocation of the sample.

Several weeks after the survey started, it became apparent that the production schedule and certain analytical requirements would not be met under the original sampling design. To remedy this situation, all cluster sizes were increased by two households. In addition, there were fewer completed interviews for females because female eligibility rates were lower than expected. To address this problem, 13,650 households were added at random to the female subsample from the basic sample, thereby increasing the female subsample size from 43,648 households to 57,298 households.

#### D. Estimation Procedures

The Mitofsky/Waksberg sampling procedure used in YATS II generates a self-weighting sample of households within each of 66 geographic areas defined by MEPS. The actual household level selection probabilities, and therefore, the sampling weights, are unknown. As a consequence, ratio estimation procedures (Kendall and Stuart, 1966, Chapter 6) are required to estimate parameters that describe any population or domain that resides in more than one MEPS.

Ratio estimates are computed using the sample data plus auxiliary population level information supplied independently of the sample and assumed known. First, per sampling unit (i.e., household level) averages are computed for each MEPS. The averages are then multiplied by the current (known) number of households in the MEPS and the products summed across MEPS to obtain the estimated total of interest. Population means and proportions are estimated by first computing the numerator and the denominator totals and then dividing these to obtain the mean or the proportion (Cochran, 1963, pp. 169-170). Regression relations are estimated using a multivariate extension of the estimator for means (Shah, Holt, and Folsom, 1977).

Although the actual sampling weights are unknown, it is convenient to consider the quantities:

$$w(h) = \frac{N(h)}{\sum_{i=1}^{n(h)} n(h,i)},$$

where  $h = 1, 2, \dots, 66$  denotes MEPS,

$i = 1, 2, \dots, n(h)_1$  denotes the cluster, there being a total of  $n(h)_1$ , clusters in the  $h$ -th MEPS,

$N(h) =$  the known total of households in the  $h$ -th MEPS at the time the survey was conducted, and

$n(h,i)_2 =$  the number of sample households in the  $i$ -th cluster in the  $h$ -th MEPS,

as analytical weights. Estimates of MEPS-level domain totals can then be written as

$$\hat{T}_d(h) = \sum_{i=1}^{n(h)_1} \sum_{j=1}^{n(h,i)_2} w(h) t(h,i,j)_d,$$

where  $d =$  the domain of interest, and

$t(h,i,j)_d =$  the total value of the observation values belonging to domain  $d$  in the  $j$ -th sample household of the  $i$ -th cluster of the  $h$ -th MEPS.

Since persons within households were not subsampled, the same analytical weights can be applied to the person-level records.

Missing data compensation was undertaken at the levels of missing households and missing persons and was implemented by modifying the analytical weights. Weighting class adjustments were made at MEPS-levels.

Variance and covariance estimates for linear statistics were computed based on equal probability with replacement sampling of clusters from within MEPS (Kendall and Stuart, 1966, pp. 200-201). The variances of non-linear statistics are computed using first order Taylor series linearizations (Shah et al., 1977).

**Appendix B**  
**Estimated Sampling Errors**

## Appendix B

### Estimated Sampling Errors

The procedures and methodology described here are presented to help the reader use the estimates of sampling errors that have been calculated and printed for various proportions in this report and to enable the reader to estimate sampling errors for those proportions for which standard errors do not appear in parentheses in the tables. The estimates produced from the YATS II survey are based on a probability sample of the population rather than the entire population and, hence, are subject to sampling variability. Sampling variability occurs because observations are made only on a sample, not on the entire population. The particular sample used in this survey is one of many that could have been selected using the same sample design. Estimates derived from different samples differ from each other. The standard error of a survey estimate is a measure of the variation among the estimates from all possible surveys. Thus, the standard error is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

#### A. Confidence Intervals and Significant Differences

For any particular percentage resulting from a sampling survey, it is not possible to know the exact amount of error that has resulted from sampling. It is possible, however, to establish estimated "confidence intervals"--ranges which are very likely to include the true population values. For example, Table 4.1 shows that 29.8 percent of the young males in the 1985 sample reported positive propensity for at least one active Service with a standard error of 0.8 percent. It is possible to set up a 95 percent confidence interval, which means that in a large number of repeated surveys 95 percent of the intervals computed will include the true (population) proportion. The 95 percent confidence interval is formed by multiplying the standard error by 1.96 and then adding this result to the estimate to form the upper bound and subtracting this result from the estimate to form the lower bound. In this case the lower and upper limits of the 95 percent interval are 28.2 percent and 31.4 percent (i.e.,  $29.8 \pm (1.96 \times 0.8)$ ).

B. Factors Influencing the Size of Confidence Intervals in this Report

From a statistical standpoint, the most straightforward types of samples are simple random samples. In such samples the confidence limits for a percentage are simple functions of the percentage value and the size of the sample or subgroup on which it is based. For example, the 95 percent confidence interval for a proportion ( $p$ ) can be approximated by:  $p \pm 1.96 \sqrt{p(1-p)/(N-1)}$ . In a more complicated sample, such as the one used in this survey, there are other factors also involved in the determination of confidence limits.

1. Number of Cases (N)

When other things are equal, the larger a sample, the more precise will be an estimate based thereon and, therefore, the narrower the confidence levels. One of the factors is  $1/\sqrt{N}$ , the reciprocal of the square root of the size of the sample. Thus a sample of 400 will, ceteris paribus, have a confidence interval just half as wide as that for a sample of 100, since  $1/\sqrt{400}$  is just half of  $1/\sqrt{100}$ .

2. Population Variance

Other things again being equal, percentage values around 50 percent have the largest confidence intervals because  $\sqrt{p(1-p)}$  (where  $p$  is a proportion between 0.0 and 1.0) is also a factor affecting the size of a confidence interval. This factor will be only three-fifths as large for 10 percent or 90 percent as for 50 percent since  $\sqrt{.1 \times .9}$  is  $3/5$  of  $\sqrt{.5 \times .5}$ .

3. Design Effects in Complex Samples

Under simple random sampling, a confidence interval can be determined from the two factors just described and the appropriate constant for the confidence level desired, e.g., 1.96<sup>a</sup> for 95 percent (assuming degrees of freedom are very large). Where stratification, clustering and differential selection probabilities are involved, as in this survey, all of these also influence sampling error. Stratification tends to increase precision, but clustering and oversampling of subpopulations may either increase or reduce it. Designed to provide advantages too expensive to achieve with simple random samples, complex samples often yield less precision for total population estimates than would be obtained by the use of a simple random sample of the same size. Accordingly, use of the simple formula would generally underestimate the sampling error involved.

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<sup>a</sup>As a general rule, 1.96 may be rounded to "2" in the calculation of confidence intervals.

There are methods for correcting for this underestimation, however. Kish (1965, p. 258) has defined a correction term known as the design effect (DEFF) where,

$$\text{DEFF} = \frac{\text{actual sampling variance}}{p(1-p)/N}$$

If, therefore, the actual sampling variance for a proportion  $p$  is four times the value computed for a simple random sample of the same size  $N$ , the DEFF is 4.0. Because a confidence interval is based on the square root of the variance, any confidence interval set up would have to be twice as wide as the corresponding interval based on a simple random sample. In order to have the same confidence interval, it would be necessary to have a sample four times as large.

A simple way of using a DEFF value is to divide the actual sample size by it and obtain the "effective  $N$ ," the size of a simple random sample that would have resulted in the same degree of precision. For example, with a DEFF of 4.0 and an actual sample size of 4,000, the "effective  $N$ " is 1,000. The value of the "effective  $N$ " can be used in the simple formula  $\sqrt{p(1-p)/N}$  to compute standard errors of estimate and confidence interval limits. It is therefore possible to use formulas and tables appropriate for simple random samples, regardless of the actual type of sample, by converting the sample size to the "effective  $N$ ."

Actually, every statistic derived from a complex sample has its own design effect, different from all of the others. In practice, however, DEFF values are generally computed only for a cross-section of the statistics, and averages are computed and applied to those of the same types. Often a single average DEFF is used for all percentages.

In this study, standard errors have been computed for many estimated proportions. These calculations incorporated the appropriate sample sizes, proportions, and correction for design effects. In tables (or for groups) where standard errors do not appear, a reasonable rule-of-thumb is that the sampling error associated with any point estimate is equal to or slightly larger than the standard error presented with an equal-sized estimated proportion in table cells defined by similar characteristics (e.g., market group, composite propensity group). The analyst/reader may estimate approximate

standard errors, then, by referring to a table that shows estimated standard errors. The table chosen for reference should show standard errors for the same groups (e.g., young males with positive or negative propensity) for which an estimated standard error is needed and should show percentages within groups that are approximately equal to the percentages for which standard errors are desired. Table 4.6 may be a useful reference table since it shows a range of percentage estimates with standard errors for the three market groups and, within that, for propensity groups.

There are two general properties of standard errors of percentages that the analyst/reader should keep in mind when using a reference table to estimate an approximate standard error. Think of percentages as lying along a range from 0 percent to 100 percent.

- Standard errors are the largest in the middle of the range 0-100 percent, and smallest at either end.

That is, for a given sample size (i.e., similarly defined group), standard errors of percentages become larger as the percentages increase from 0 percent to 50 percent, then become smaller as the percentages continue to increase from 50 to 100 percent.

- Standard errors for percents that are equidistant from 50 percent in the range, 0-100 percent, are equal (for a given sample size).

For example, for a given sample size (i.e., similarly defined group), the standard error for 60 percent is equal to the standard error for 40 percent (50 percent plus/minus 10 percent). The standard error for 80 percent is equal to the standard error for 20 percent (50 percent plus/minus 30 percent).

For example, one may estimate approximate standard errors for the figures for propensity groups in Table 5.1 using Table 4.6 as a reference table. Table 5.1 shows that 86 percent of young males with positive propensity said good income was an important job characteristic. To estimate an approximate standard error for this figure, one searches down the young male-positive propensity column in Table 4.6. Although there is no 86 percent in this column, it does show 14 percent (equidistant from 50 percent) with a standard

error of 1.1. Table 5.1 shows that 85 percent of negative propensity young males said that good income was important. Searching down the young male-negative propensity column in Table 4.6, one finds a standard error of 0.7 for 15 percent (equidistant from 50 percent).

**Appendix C**

**Sociodemographic Characteristics by Reserve Propensity**

## Appendix C

### Sociodemographic Characteristics by Reserve Propensity

As noted in Chapter 4, the propensity to join the military has been found to be related closely to age, employment opportunities, educational attainment, and other measures of responsibilities and obligations. Younger persons, those with fewer employment opportunities, lower levels of education, and fewer family and economic responsibilities and obligations are generally more favorable than others toward military service. This generally appears to be true for Reserve propensity as well as for active propensity.

Across all three market groups, the relationship of Reserve propensity to the selected sociodemographic characteristics presented in Table C.1 is generally consistent. The relationship is less likely to be significant for older males. Young males and females with positive propensity are more likely than those with negative propensity to be:

- less well educated (11 or fewer years versus 12 or more years),
- unemployed but looking for a job,
- younger (the differences are not significant for females),
- nonwhite,
- attending school or planning to attend school.

Older males with positive Reserve propensity are more likely to be in the youngest age category (22 years old) and nonwhite than are their negative propensity counterparts.

In general, these results are consistent with those found for the YATS II in 1984. It is clear now, as it was then, that some of these results are associated with the age of the respondents.

Table 6.1. Composite Reserve Propensity and Sociodemographic Characteristics

Age <sup>a</sup>	Young Males			Older Males			Females		
	Positive Propensity (n=1,171)		Negative Propensity (n=4,307)	Positive Propensity (n=121)		Negative Propensity (n=1,059)	Positive Propensity (n=255)		
	Positive Propensity (n=1,171)	Negative Propensity (n=4,307)	Total (n=5,478)	Positive Propensity (n=121)	Negative Propensity (n=1,059)	Total (n=1,180)	Positive Propensity (n=255)	Negative Propensity (n=3,046)	Total (n=3,301)
16 (22)	28.3 (1.6)	22.9 (0.8)	24.0 (0.7)	23.9 (4.5)	12.3 (1.2)	13.5 (1.2)	26.7 (3.3)	20.8 (0.9)	21.3 (0.9)
17 (23)	26.5 (1.6)	21.5 (0.8)	22.6 (0.7)	9.6 (3.0)	11.2 (1.1)	11.0 (1.0)	27.4 (3.2)	22.8 (1.0)	23.2 (0.9)
18 (24)	16.6 (1.3)	17.4 (0.7)	17.2 (0.6)	13.5 (3.4)	14.5 (1.3)	14.4 (1.2)	12.2 (2.2)	18.9 (9.0)	18.3 (0.9)
19 (25)	13.3 (1.4)	14.2 (0.7)	14.0 (0.6)	12.0 (3.2)	15.3 (1.3)	15.0 (1.2)	14.8 (2.4)	16.9 (0.8)	16.0 (0.8)
20 (26)	8.2 (1.0)	12.2 (0.6)	11.3 (0.5)	14.2 (3.6)	11.5 (1.1)	11.8 (1.1)	8.0 (1.8)	11.0 (0.7)	10.7 (0.6)
21 (27)	7.1 (0.9)	11.8 (0.6)	10.8 (0.5)	8.8 (2.5)	10.9 (1.1)	10.7 (1.0)	11.0 (2.3)	10.4 (0.7)	10.5 (0.6)
(28)									
(29)									
<b>Race/Ethnicity</b>									
White	61.5 (1.9)	80.8 (0.8)	76.8 (0.8)	62.0 (5.0)	83.2 (1.4)	81.1 (1.4)	41.4 (3.7)	78.7 (1.0)	75.8 (1.0)
Black	20.9 (1.6)	8.7 (0.6)	11.2 (0.6)	17.0 (4.0)	7.1 (1.0)	8.1 (1.1)	37.4 (3.6)	10.4 (0.7)	12.5 (0.8)
Hispanic	13.3 (1.2)	8.1 (0.5)	9.2 (0.5)	16.7 (3.8)	7.8 (1.0)	8.7 (1.0)	14.3 (2.5)	8.4 (0.6)	8.8 (0.6)
Other	4.2 (0.7)	2.4 (0.3)	2.8 (0.3)	4.2 (2.1)	1.9 (0.5)	2.1 (0.5)	6.9 (2.0)	2.5 (0.4)	2.9 (0.4)
<b>Marital Status</b>									
Never married	96.4 (0.7)	95.6 (0.4)	95.8 (0.4)	42.5 (5.1)	43.7 (1.8)	43.6 (1.7)	90.0 (2.2)	86.0 (0.8)	86.3 (0.7)
Married	3.0 (0.6)	3.7 (0.4)	3.5 (0.3)	45.8 (5.2)	48.5 (1.8)	48.2 (1.8)	6.9 (1.9)	12.0 (0.7)	11.6 (0.7)
Other	0.6 (0.3)	0.7 (0.2)	0.7 (0.2)	11.7 (2.9)	7.8 (0.9)	8.2 (0.9)	3.1 (1.3)	2.0 (0.3)	2.1 (0.3)
<b>Educational Plans/Status<sup>c</sup></b>									
Attend School	65.6 (1.7)	59.6 (1.0)	60.8 (0.9)	12.0 (3.3)	12.0 (1.1)	12.0 (1.1)	69.3 (3.2)	61.7 (1.1)	62.3 (1.1)
Not Attend School	33.9 (1.7)	39.6 (1.0)	38.4 (0.9)	87.4 (3.3)	86.9 (1.1)	87.0 (1.1)	30.0 (3.2)	38.2 (1.1)	37.6 (1.1)
Don't Know	0.5 (0.2)	0.8 (1.2)	0.7 (0.1)	0.6 (0.6)	1.1 (0.3)	1.0 (0.3)	0.7 (0.5)	0.1 (-)	0.1 (0.1)
<b>Years of Education Completed</b>									
Less than 10	12.1 (1.2)	8.3 (0.5)	9.1 (0.5)	8.5 (2.6)	4.0 (0.7)	4.4 (0.7)	12.7 (2.5)	5.8 (0.5)	6.4 (0.5)
10	27.8 (1.6)	21.2 (0.8)	22.6 (0.7)	10.0 (3.0)	5.5 (0.8)	5.9 (0.8)	25.0 (3.3)	19.0 (0.8)	19.5 (0.8)
11	28.8 (1.6)	24.3 (0.8)	25.2 (0.7)	12.5 (3.5)	7.3 (0.9)	7.8 (0.8)	27.1 (3.1)	25.4 (1.0)	25.5 (1.0)
12	27.1 (1.7)	34.6 (0.9)	33.0 (0.8)	55.6 (5.2)	62.6 (1.8)	61.9 (1.6)	25.4 (3.0)	37.0 (1.1)	36.1 (1.1)
Some college/vocational school	4.2 (0.7)	11.6 (0.6)	10.1 (0.5)	13.5 (3.6)	20.6 (1.5)	19.9 (1.4)	9.9 (2.2)	12.7 (0.8)	12.5 (0.7)
<b>Employment Status</b>									
Employed full-time	28.8 (1.7)	32.3 (0.9)	31.6 (0.8)	80.5 (3.8)	84.7 (1.2)	84.3 (1.2)	16.9 (2.6)	22.0 (0.9)	21.7 (0.9)
Employed part-time	25.0 (1.6)	28.5 (0.9)	27.8 (0.8)	7.8 (2.4)	6.5 (0.8)	6.6 (0.8)	22.2 (3.0)	32.1 (1.0)	31.4 (1.0)
Not employed, looking	34.0 (1.8)	20.7 (0.8)	24.5 (0.7)	9.3 (3.0)	5.3 (0.7)	5.7 (0.7)	45.1 (3.7)	20.3 (0.8)	22.2 (0.9)
Not employed, not looking	12.2 (1.1)	18.4 (0.8)	17.1 (0.7)	2.5 (1.5)	3.4 (0.7)	3.3 (0.6)	15.8 (2.8)	25.5 (1.0)	24.8 (1.0)

Note: Unfilled values are percentages with standard errors in parentheses.

<sup>a</sup>Ages 21 to 29 apply only to older males.<sup>b</sup>"Other" includes widowed, divorced, and separated.<sup>c</sup>Interviews completed before October 1, 1985 asked about plans; interviews completed after October 1 asked about current status.

\*\* Inflatable standard error not available.

Source: Questions 403, 404, 407, 416, 417, 424, 505, 507, 693, 714, 715.

Appendix D

Cross Reference - 1985, 1984, and 1983 YATS Questionnaires

**Appendix D**  
**Cross Reference**  
**1985, 1984, and 1983 YATS Questionnaires**

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
401	401	A1	Same
402	402	A2	Same
403	403	A3	Same
404	404	A4	Reworded in 1984
—	—	A5/A6	Dropped in 1984
405	405	A7	Same
406	406	—	Added in 1984
—	—	A10	Dropped in 1984
407	407	A11	Same
408	408	A12	Same
—	—	A13	Dropped in 1984
409	409	A14	Same
410A	410A	—	Added in 1984
410B	410B	A8	Reworded in 1984
411	411	A9	Same
412-415	412-415	—	Added in 1984
—	—	A15/A16	Dropped in 1984
416	416	A17	Same
417	417	A18	Reworded in 1984
—	418	—	Added in 1984; Dropped in 1985
419	419	A19	Same
—	420	A20	Same; Dropped in 1985
—	421	A21	Same; Dropped in 1985
422	422	A22	Reworded in 1984
—	423	—	Added in 1984; Dropped in 1985
424	424	A23	Same
425	425	A24	Same
—	426/427	A26	Reworded in 1984; Dropped in 1985
—	428	A25	Same; Dropped in 1985
—	429	A27	Same; Dropped in 1985

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

Cross Reference

1985, 1984, and 1983 YATS Questionnaires  
(continued)

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
—	—	A28/A29	Dropped in 1984
430	430	A30	Same
—	—	A31-A34	Dropped in 1984
431	431	A35	Same
432	432	A36	Same
—	433	A37	Same; Dropped in 1985
434	434	A38	Reworded in 1984
435	435	A39	Probe added in 1984
436	436	A40	Same
437	437	A41	Same
438	438	A42	Same
439	439	A43	Same
440	440	A44	Same
441	441	A45	Same
442	442	A46	Same
443	443	A47	Same
444-500	444-500	—	Not used
501	501	B1	Same
502	502	B2	Same
503	503	B3	Same
504	504	B4	Same
505	505	B5	Same
506	506	B6	Same
507	507	B7	Same
508	508	B8	Same
509	509	B9	Same
510	510	B10	Same
511	511	B11	Same
512	512	B12	Same
513	513	B13	Same

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

**Cross Reference**

**1985, 1984, and 1983 YATS Questionnaires  
(continued)**

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
514	514	B14	Same
515	515	B15	Same
516/517	516/517	—	Added in 1984
518/519	518/519	—	Not used
520	520	B16	Same
521	521	B17	Same
—	—	B18	Dropped in 1984
522	522	B19	Same
523/524	523/524	—	Added in 1984
525-550	525-550	—	Not used
—	—	B20-B34	Dropped in 1984
551	551	B35	Same
552	552	B36	Same
553	553	B37	Same
554	554	B38	Same
555	555	B39	Split sample with 559-562
556	556	B40	Split sample with 559-562
557	557	B41	Split sample with 559-562
558	558	B42	Split sample with 559-562
559-562	559-562	—	Added in 1984; Split sample with 559-562; 559 and 560 reworded in 1985
563-570	563-570	—	Not used
—	—	C31/C32	Dropped in 1984
571	571	C33	Same
572	572	C34	Same
573	573	C35	Same
—	—	C36	Dropped in 1984
574	574	C37	Same
575	575	C38	Same
576	576	C39	Same

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

**Cross Reference**

**1985, 1984, and 1983 YATS Questionnaires  
(continued)**

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
577	577	C40	Same
578	578	C41	Same
--	—	C42	Dropped in 1984
579	579	C43	Amount updated in 1984
580	580	C44	Amount updated in 1984
581	581	C45	Amount updated in 1984
582	582	C49	Same
583	583	C50	Same
--	584	C51	Same; Dropped in 1985
—	585	C46	Amount updated in 1984; Dropped in 1985
—	586	C47	Amount updated in 1984; Dropped in 1985
—	587	C48	Amount updated in 1984; Dropped in 1985
—	588	C52	Split sample to test 6/8yrs in 1984; Dropped in 1985
—	589	C53	Same; Dropped in 1985
590-600	590-600	—	Not used
601	601	D1	Same
602-608	602-608	D2	Same
609	609	D3	Same
610	610	D4	Same
611	611	D5	Same
612	612	D6	Same
613	613	—	Added in 1984
613A	—	—	Added in 1985
614	614	D7	Same
615	615	D8	Same
616	616	D9	Same
617	617	D10	Same
618	618	D11	Same; Reworded in 1985
619	619	D12	Same
620	620	D13	Same; Reworded in 1985

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

**Cross Reference**

**1985, 1984, and 1983 YATS Questionnaires  
(continued)**

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
621	621	D14	Same
622	622	D15	Same; Reworded in 1985
623	623	D16	Same
—	624	D17	Same; Dropped in 1985
625	625	D18	Same; Reworded in 1985
626	626	D19	Same
—	627	D20	Same; Dropped in 1985
—	628	D21	Same
629	629	D22	Same
630	630	D23	Same
631	631	D24	Same
632	632	D25	Reworded in 1984
—	—	D26/D27	Dropped in 1984
633	633	D28	Same
634	634	D29	Same
635	635	D30	Reworded in 1984
—	—	D31/D32	Dropped in 1984
636	636	D33	Same
637	637	D34	Same
638	638	D35	Same
—	—	D36/D37	Dropped in 1984
639	639	D38	Reworded in 1984
640	640	D39	Same
641	641	D40	Reworded in 1984
—	—	D41/D42	Dropped in 1984
642	642	D43	Same
—	—	D44	Dropped in 1984
—	643	—	Added in 1984; Dropped in 1985
644	644	D45	Same
645	645	D46	Reworded in 1984

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

Cross Reference

1985, 1984, and 1983 YATS Questionnaires  
(continued)

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
—	—	D47	Dropped in 1984
646	646	D48	Reworded in 1984
647	647	—	Added in 1984
—	648	—	Added in 1984; Dropped in 1985
649-678	649-678	—	Added in 1984
—	679	D49	Same; Dropped in 1984
—	680	D50	Reworded in 1984/Split Sample; Dropped in 1985
—	681	D51	Reworded in 1984/Split Sample; Dropped in 1985
682	682	—	Added in 1984
—	—	D52-58	Dropped in 1984
683	683	D59	Same
684	684	D60	Same
685-687	685-687	D61	Same
688/689	688/689	D62	Same
690	690	D63	Same
691/692	691/692	—	Added in 1984
693	693	D64	Same
—	—	D65-D67	Dropped in 1984
694	694	D68	Same
—	695	D69	Same; Dropped in 1985
—	696	—	Added in 1984; Dropped in 1985
—	697	D79	Reworded in 1984; Dropped in 1985
698	698	D70	Same
699	699	D71	Same
700	700	D72	Same
701	701	D73	Same
702-709	702-709	D74	Same
—	—	D75-D76	Dropped in 1984
710-712	710-712	—	Added in 1984
713	713	D77	Same

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

Cross Reference

1985, 1984, and 1983 YATS Questionnaires  
(continued)

<u>Question Number</u>			<u>Comments*</u>
<u>1985</u>	<u>1984</u>	<u>1983</u>	
—	—	D78	Dropped in 1984
714	714	D80	Same
715	715	D81	Same
716	716	D82	Same
717	717	D83	Same

\* "Same" without additional comment indicates the question wording was the same for all three years. "Same" followed by a comment applicable to 1985 indicates the question wording was the same for 1983 and 1984.

Appendix E

1985 YATS II Screener and Survey Questionnaire

Survey Screener

Questionnaire Section SC--Screening Households for Eligibles

SC\_01 Hello, my name is \_\_\_\_\_. I'm calling from the Research Triangle Institute, a non-profit research firm in North Carolina. I am trying to reach (TELEPHONE NUMBER). Did I dial the correct number?

1 = Yes

2 = No → [SKIP TO NUMBER VERIFICATION SCREEN]

3 = LANGUAGE BARRIER → [SKIP TO CALL RECORD SCREEN-TERMINATION]

SC\_03 We are conducting an important study for the Federal Government and are calling a random sample of telephone numbers. I need to know what type of number this is. Does this number serve a residence, a business, or something else?

1 = RESIDENCE [SKIP TO SC-07]

2 = BUSINESS/INSTITUTION

3 = OTHER

SC\_04A Does anyone live there on the premises?

1 = Yes

2 = No [SKIP TO CALL RECORD SCREEN-TERMINATION]

SC\_04B Is this the number they use as their home phone?

1 = Yes

2 = No [SKIP TO CALL RECORD SCREEN-TERMINATION]

SC\_07 Is this telephone number just for (your/one) household or does it also serve as the home telephone number for other households as well?

1 = Serves one household [SKIP TO SC\_09A]

2 = Serves more than one household

SC\_08 Can you tell me the total number of households served by this telephone number?

ENTER THE TOTAL NUMBER OF HOUSEHOLDS.

Now, I would like to talk about your household only.

SC\_09A Do ten or more persons currently live in this household?

1 = Yes

2 = No → [SKIP TO SC\_10A]

SC\_09B Are any of these persons related to each other?

1 = Yes

2 = No → [SKIP TO THANK YOU SCREEN-TERMINATION]

SC\_10A Is there a telephone with a different number at this residence on which you could also be reached?

1 = Yes  
2 = No → [SKIP TO SC\_11A.]

SC\_10B How many different residential numbers, including this number, are there for (your home/this structure)?

ENTER NUMBER OF TELEPHONE NUMBERS

SC\_11A How many persons 15 or older live in this household? Please include anyone living or staying there now, such as friends, relatives, or boarders, and anyone who usually lives there but is now away from home such as at school, traveling, or in the hospital.

ENTER THE NUMBER

SC\_11B And how many are between the ages of 15 and 30?

ENTER THE NUMBER

[IF "NONE" SKIP TO TERMINATION.]

SC\_11C And how many are 30 years or older?

ENTER THE NUMBER

Now, I would like to ask you a couple of questions about each person in your household between 15 and 30 (starting with the youngest).

SC\_15 [First, is the youngest person (between 15 and 30) male or female?/ Now, for the next person between 15 and 30 years of age, is this person male or female?]

1 = Male  
2 = Female  
3 = No more people to enter in roster [SKIP TO ROSTER SCREEN]

SC\_16 How old was (he/she) on (his/her) most recent birthday?

ENTER AGE

---

SKIP (IF SC 15 = 1 AND (SC 16 <16 OR SC 16 >29)) OR (IF SC15 = 2 AND (SC\_16<16 OR SC\_16>2I)), SKIP TO THE NEXT PERSON BETWEEN 15 and 30.

---

SC\_17 Is (he/she) currently a Junior or Senior in college, a college graduate, or attending graduate school?

1 = Yes → [SKIP TO NEXT PERSON BETWEEN 15 and 30]  
2 = No

SC\_18 Has (he/she) ever been in the military service, college ROTC, the National Guard, or the Reserves?

1 = Yes → [SKIP TO NEXT PERSON BETWEEN 15 and 30]  
2 = No

SC\_19 Has (he/she) been accepted for service in a branch of the Armed Forces and is now waiting to go on active duty?

1 = Yes → [SKIP TO NEXT PERSON BETWEEN 15 and 30]  
2 = No

SC\_20 Is (he/she) currently living here (at this telephone number)?

1 = Yes → [SKIP TO SC\_24]  
2 = No

SC\_21 Does (he/she) have a telephone?

1 = Yes  
2 = No → [SKIP TO NEXT PERSON BETWEEN 15 and 30]

SC\_22 Does (he/she) share the telephone with ten or more people to whom (he/she) is not related?

1 = Yes  
2 = No → [SKIP TO NEXT PERSON BETWEEN 15 and 30]

SC\_23 What is (his/her) telephone number?

ENTER TELEPHONE NUMBER

SC\_24 What is (his/her) name?

ENTER FIRST AND LAST NAME

REPEAT SC\_15 THROUGH SC\_24 FOR EACH PERSON IN HOUSEHOLD BETWEEN AGES 15 and 30.

SC\_MORE Are there any other people between the ages of 15 and 30 other than those we have already discussed?

1 = Yes  
2 = No → [SKIP TO SC\_14]

SC\_HWMNY How many others?

ENTER NUMBER [ASK SC\_15 THROUGH SC\_24 FOR EACH ADDITIONAL PERSON]

IF NO ELIGIBLE PERSONS ARE IDENTIFIED, SKIP TO TERMINATION.

SC\_14      The person(s) we need to interview for this study (is/are): LIST OF NAMES). I'd like to speak to (name).

- 1 = PERSON AVAILABLE
- 2 = PERSON NOT AT HOME → [SKIP TO CALL BACK SCREEN]
- 3 = REFUSAL - PERSON REFUSES TO GET ELIGIBLE PERSON(S) TO PHONE → [SKIP TO CONVERSION SCREEN]
- 4 = REFUSAL OF ELIGIBLE PERSON → [SKIP TO TERMINATION]

Survey Questionnaire

RTI/232U-3365/03-01D

August 1, 1985

Youth Attitude Tracking Study II  
1985

SURVEY QUESTIONNAIRE

OMB # 0704-0069  
Expires 30 Sep 1986

Contract MDA903-83-C-0172  
Expiration Date: 4/1/86



Questionnaire Section A -- Education and Employment Items

401 I would like to speak with (NAME). Is (he/she) available?

- 1 = PERSON AVAILABLE
- 2 = PERSON NOT AVAILABLE → [SKIP TO CALL BACK SCREEN]
- 3 = REFUSAL - PERSON REFUSES TO GET ELIGIBLE PERSON TO PHONE → [SKIP TO CONVERSION SCREEN]
- 4 = REFUSAL OF ELIGIBLE PERSON → [SKIP TO TERMINATION]

(Hello, my name is \_\_\_\_\_. I am calling from the (Research Triangle Institute/Amrigon), a private research organization in (North Carolina/Michigan).)

We are conducting a study to help the Federal Government learn more about the career and educational plans of youth and young adults. While you may choose not to answer any question, the information you give us is protected under the Privacy Act of 1974. This means your answers will be kept confidential and your identity will never be known to anyone except the research project staff.

402 WHAT IS THE GENDER OF THE PERSON ON THE LINE? [ASK IF NECESSARY:  
Are you male or female?]

- 1 = MALE
- 2 = FEMALE

403 Just to be sure that the information we got earlier is correct,  
what was your age on your last birthday?

ENTER AGE IN YEARS

FORMAT: 12

RANGE: 16-29

404 Now I have a few questions about your educational experiences and  
plans. What is the highest grade or year of school or college that  
you have completed and gotten credit for?

- 07 = LESS THAN 8th GRADE
- 08 = 8th GRADE
- 09 = 9th GRADE
- 10 = 10th GRADE
- 11 = 11th GRADE
- 12 = 12th GRADE
- 13 = 1st YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE  
SCHOOL (FR)
- 14 = 2nd YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE  
SCHOOL (SO)
- 15 = 3rd YEAR OF 4-YEAR COLLEGE (JR)
- 16 = 4th YEAR OF 4-YEAR COLLEGE (SR)
- 17 = 5th YEAR COLLEGE/1st YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 18 = 2nd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 19 = 3rd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 20 = MORE THAN 3 YEARS GRADUATE/PROFESSIONAL SCHOOL
- 99 = RE

RESOLVE

405 What kinds of degrees, diplomas, or certificates have you received from the school(s) you've attended or for the training you've received? [ENTER CODE FOR EACH MENTION.]

- 01 = NONE → [ALLOWED FOR FIRST ENTRY ONLY, SKIP TO Q.407.]
- 02 = ADULT BASIC EDUCATION (ABE) CERTIFICATE (NIGHT SCHOOL)
- 03 = GENERAL EDUCATIONAL DEVELOPMENT (GED) H.S. EQUIVALENCY CERTIFICATE
- 04 = HIGH SCHOOL DIPLOMA
- 05 = CERTIFICATE FROM VOCATIONAL, BUSINESS OR TRADE SCHOOL (e.g., LICENSE TO PRACTICE A TRADE).
- 06 = 2-YEAR JUNIOR OR COMMUNITY COLLEGE (ASSOCIATE) DEGREE
- 07 = BACHELOR'S DEGREE
- RESOLVE    | 08 = ADVANCED GRADUATE OR PROFESSIONAL DEGREE (e.g., Masters, Ph.D., M.D., J.D., D.D.S.)
- 09 = OTHER DEGREE, DIPLOMA, CERTIFICATE

SKIP	IF Q.404 ≤ 11, SKIP to Q.407.
------	-------------------------------

406 Do you have a regular high school diploma, a GED, an ABE, or some other kind of certificate (of high school completion)?

- 1 = REGULAR HIGH SCHOOL DIPLOMA
- 2 = ABE (ADULT BASIC EDUCATION) CERTIFICATE (e.g., CORRESPONDENCE, NIGHT SCHOOL)
- 3 = GED (GENERAL EDUCATIONAL DEVELOPMENT) EQUIVALENCY CERTIFICATE
- 4 = SOME OTHER KIND OF CERTIFICATE OF HIGH SCHOOL EQUIVALENCY
- 5 = NONE OF THE ABOVE
- 8 = DK
- 9 = RE

407 (In October, will you be/are you) enrolled in any school, college, vocational or technical program, apprenticeship, or job training course?

- 1 = YES
- 2 = NO
- 8 = DK } → [SKIP TO Q.410A.]
- 9 = RE

408 What kind of school or training program will you be enrolled in?  
[IF MULTIPLE RESPONSES, ENTER HIGHEST CODE.]

01 = NO SCHOOLS OR TRAINING PROGRAM → [1st ENTRY ONLY, SKIP TO Q.410A.]

IF Q.404  
=>12,  
RESOLVE { 02 = ADULT BASIC EDUCATION (ABE) (H.S. COURSES IN NIGHT SCHOOL  
OR BY CORRESPONDENCE)  
03 = TAKING HIGH SCHOOL COURSES IN REGULAR, DAY HIGH SCHOOL  
04 = GED OR H.S. EQUIVALENCY PROGRAM

05 = SKILL DEVELOPMENT PROGRAM (e.g., PUBLIC  
EMPLOYMENT, JOBS, OIC, WIN, CETA)

06 = ON-THE-JOB TRAINING PROGRAM

07 = APPRENTICESHIP PROGRAM

IF Q.404  
<12,  
RESOLVE { 08 = VOCATIONAL, BUSINESS, OR TRADE SCHOOL  
09 = 2-YEAR JUNIOR OR COMMUNITY COLLEGE  
10 = 4-YEAR COLLEGE OR UNIVERSITY

409 Will you be enrolled ...

1 = full-time or

2 = part-time?

410A Think about the 1986-1987 school year--that is the school year after  
the one that starts this fall. Would you like to get more education  
or training by attending some kind of school or college during the  
'86-'87 school year?

1 = YES → [SKIP TO Q.411]

2 = NO

8 = DK

9 = RE

410B How about sometime further into the future--would you like to get  
more schooling?

1 = YES

2 = NO }

8 = DK } [SKIP TO Q.415.]

9 = RE }

411 What kind of school or college would you like to attend?

1 = HIGH SCHOOL → [SKIP TO Q.415]

2 = VOCATIONAL, BUSINESS, OR TRADE SCHOOL

3 = TWO-YEAR JUNIOR OR COMMUNITY COLLEGE

4 = FOUR-YEAR COLLEGE OR UNIVERSITY

5 = GRADUATE OR PROFESSIONAL SCHOOL

412 Would that be as a full-time or part-time student?

- 1 = FULL-TIME
- 2 = PART-TIME
- 8 = DK

413 Approximately how much, considering all school and living expenses, do you think it will cost you for one year of college or vocational training? Will it cost...  
[PROBE: Just your best guess will do.]

- 1 = less than 1,000 dollars,
- 2 = at least 1,000 but less than 2,000 dollars,
- 3 = at least 2,000 but less than 3,000 dollars
- 4 = at least 3,000 but less than 4,000 dollars
- 5 = at least 4,000 but less than 5,000 dollars, or
- 6 = 5,000 dollars or more?

414 Taking into account scholarships, government grants and loans, your own savings and earnings, and help from your family, how much of your yearly school and living expenses could you cover if you go to school? Would you say...

- 1 = all of your expenses,
- 2 = more than three-fourths,
- 3 = about three-fourths,
- 4 = about half,
- 5 = about one-fourth,
- 6 = less than one-fourth, or
- 7 = none of your expenses?

415 (Although you do not plan to be attending school in 1986-1987, what/What) is the highest grade or year of school or college that you would eventually like to complete?

- 08 = 8th GRADE
- 09 = 9th GRADE
- 10 = 10th GRADE
- 11 = 11th GRADE
- 12 = 12th GRADE
- 13 = 1st YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (FR)
- 14 = 2nd YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (SO)
- 15 = 3rd YEAR OF 4-YEAR COLLEGE (JR)
- 16 = 4th YEAR OF 4-YEAR COLLEGE (SR)
- 17 = 5th YEAR COLLEGE/1st YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 18 = 2nd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 19 = 3rd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 20 = MORE THAN 3 YEARS GRADUATE/PROFESSIONAL SCHOOL

416 Are you currently employed, either full-time or part-time?

1 = YES → [SKIP TO Q.422.]  
2 = NO

417 Are you looking for work now?

1 = YES  
2 = NO

419 Have you ever had a job for pay?

1 = YES → [SKIP TO INTRO BEFORE Q.424.]  
2 = NO } → [SKIP TO Q.434.]  
9 = RE }

422 Have you been looking for ...

1 = a new job,  
2 = an additional job, or  
3 = some other way to increase your income?  
4 = NOT LOOKING.

Now, I have some questions about your (present/last) employment.

424 How many hours per week (do/did) you usually work at your (main/last) job?

ENTER NUMBER OF HOURS                   FORMAT: 12 [USE LEADING ZERO]  
  RANGE: 01-80

425 How often (do/did) you work on the weekend as a regularly scheduled part of your (main/last) job -- that is, weekend work that's not considered overtime? Would you say it (is/was) ...

1 = every week,  
2 = two or three times a month,  
3 = once a month,  
4 = less than once a month, or  
5 = never?

430 At your (main/last) job, (are/were) you...

- 1 = an employee of a private company,
- 2 = a government employee,
- 3 = self-employed in your own business, or
- 4 = working without pay in a family business or farm?

431 How satisfied (are/were) you with your (present/last) job?  
(Are/were) you...

- 1 = extremely satisfied,
- 2 = somewhat satisfied,
- 3 = neither satisfied nor dissatisfied,
- 4 = somewhat dissatisfied, or
- 5 = extremely dissatisfied?
- 8 = DK
- 9 = RE

SKIP	IF Q.424 =>35, SKIP TO Q.434.
------	-------------------------------

432 Have you ever had a job where you usually worked 35 hours or more each week?

- 1 = YES
- 2 = NO
- 9 = RE

434 If you were to get a (different) full-time job within the next year, what wage, salary, or other rate of pay do you think you would earn?

ENTER AMOUNT OF PAY

FORMAT: 12345.67

RANGE: [SEE Q.435.]

435 Is that per... [PROBE: I have to be able to record that rate of pay using these time periods. Is that per...]

- |                      |                                |
|----------------------|--------------------------------|
| 1 = hour,            | Q.434 RANGE: 1.00 - 25.00      |
| 2 = per day,         | Q.434 RANGE: 3.00 - 100.00     |
| 3 = per week,        | Q.434 RANGE: 20.00 - 600.00    |
| 4 = every two weeks, | Q.434 RANGE: 20.00 - 1,100.00  |
| 5 = twice a month,   | Q.434 RANGE: 20.00 - 1,100.00  |
| 6 = per month, or    | Q.434 RANGE: 30.00 - 3,000.00  |
| 7 = per year?        | Q.434 RANGE: 80.00 - 50,000.00 |

436 How easy or difficult is it for someone your age to get a full-time job in your community? Is it...

- 1 = almost impossible.
- 2 = very difficult,
- 3 = somewhat difficult, or
- 4 = not difficult at all?

437 And how easy or difficult is it for someone your age to get a part-time job in your community? Is it...

- 1 = almost impossible,
- 2 = very difficult,
- 3 = somewhat difficult, or
- 4 = not difficult at all?

438 Now, let's talk about your plans for the next few years. What do you think you might be doing? [PROBE: Anything else?] [ENTER CODE FOR ALL MENTIONS.]

- 1 = GOING TO SCHOOL
- 2 = WORKING
- 3 = DOING NOTHING
- 4 = OTHER
- 5 = JOINING THE (MILITARY/SERVICE)

SKIP	IF Q.438 ≠ 2 AND Q.438 = 5, SKIP TO Q.440. IF Q.438 ≠ 2 AND Q.438 ≠ 5, SKIP TO Q.501. IF Q.438 = 2 AND Q.416 ≠ 1 AND Q.438 = 5, SKIP TO Q.440. IF Q.438 = 2 AND Q.416 ≠ 1 AND Q.438 ≠ 5, SKIP TO Q.501.
------	--

439 Do you think that you will be working in...

- 1 = the same job or occupation you now have, or
- 2 = a different job or occupation?

SKIP	IF Q.438 ≠ 5, SKIP TO Q.501.
------	------------------------------

440 You said you might be joining the military.  
Which branch of the service would that be?

- 1 = AIR FORCE
- 2 = ARMY
- 3 = COAST GUARD
- 4 = MARINE CORPS
- 5 = NAVY
- 8 = DK } { [SKIP TO Q.501].
- 9 = RE }

441 Which type of service would that be? Would it be...

- 1 = active duty,
- 2 = the Reserves, or
- 3 = the National Guard?

442 If you found for some reason you couldn't join the (Q.440 SERVICE) what service would be your next choice?

- 1 = AIR FORCE
- 2 = ARMY
- 3 = COAST GUARD
- 4 = MARINE CORPS
- 5 = NAVY
- 6 = NONE }  
8 = DK      } [SKIP TO Q.501.]  
9 = RE

443 Which type of service would that be? Would it be...

- 1 = active duty,
- 2 = the Reserves, or
- 3 = the National Guard?
- 8 = DK
- 9 = RE

## Questionnaire Sections B and C

Now, I'm going to read you a list of several things which young (men/ women) your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that.

- 501 First, how likely is it that you will be working as a (waitress in a restaurant/laborer in construction)? Would you say...

1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?

- 502 How likely is it that you will be working at a desk in a business office? Would you say...

1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?

- 503 How likely is it that you will be serving in the military? Would you say...

1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?

- 504 How likely is it that you will be working as a (saleswoman/salesman)? Would you say...

1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?

SERIES 505, 507, 509-513 ASKED IN SEQUENTIAL ORDER AFTER RANDOM START.

505 How likely is it that you will be serving in the National Guard?  
(Would you say...)

- 1 = definitely,  
2 = probably,  
3 = probably not,  
4 = definitely not?) }  
8 = DK  
9 = RE } → [SKIP TO Q.507]

506 Is that the...

- 1 = Air National Guard, or the  
2 = Army National Guard?

507 How likely is it that you will be serving in the Reserves? (Would you say...)

- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?) }  
8 = DK  
9 = RE } → [SKIP TO Q.509]

508 Is that the...

- 1 = Air Force Reserve,  
2 = the Army Reserve,  
3 = the Coast Guard Reserve,  
4 = the Marine Corps Reserve, or  
5 = the Naval Reserve?

509 How likely is it that you will be serving on active duty in the Coast Guard? (Would you say...)

- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)

510 How likely is it that you will be serving on active duty in the Army? (Would you say...)

- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)

- 511 How likely is it that you will be serving on active duty in the Air Force? (Would you say...)
- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)
- 512 How likely is it that you will be serving on active duty in the Marine Corps? (Would you say...)
- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)
- 513 How likely is it that you will be serving on active duty in the Navy? (Would you say...)
- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)
- 514 Now, how likely is it that you will be going to college? (Would you say...)
- 1 = definitely  
2 = probably,  
3 = probably not, or  
4 = definitely not?)
- 515 How likely is it that you will be going to vocational or technical school? (Would you say...)
- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)

SKIP	IF MALE, SKIP TO Q.517.
------	-------------------------

- 516 How likely is it that you will be a fulltime homemaker?  
(Would you say...)
- 1 = definitely,  
2 = probably,  
3 = probably not, or  
4 = definitely not?)

517 We've talked about several things you might be doing in the next few years. Taking everything into consideration, what are you most likely to be doing (in October 1986--that is, a year from this fall/after you finish high school)?

- |   |  |
|---|--|
| 1 = GOING TO SCHOOL FULL-TIME<br>2 = GOING TO SCHOOL PART-TIME<br>3 = WORKING FULL-TIME<br>4 = WORKING PART-TIME<br>5 = SERVING IN THE MILITARY<br>6 = BEING A FULL-TIME HOMEMAKER<br>7 = OTHER | [IF "GOING TO SCHOOL"<br>OR "WORKING," PROBE:<br>Will that be full-time or part-time?] |
|---|--|

NOTE: Question numbers 518 and 519 were not used.

SKIP	IF ONLY 1 OF Q.510-Q.513 <=2, SKIP TO Q.521. IF ALL OF Q.510-Q.513 =>4, SKIP TO Q.522.
------	---

520 You mentioned that you might serve in more than one military service. Which service are you most likely to serve in?

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY

521 If you were to join the military service, when do you think you would join? Would you join...

- 1 = within 6 months,
- 2 = between 6 months and 1 year from now,
- 3 = more than 1 year from now but less than 2 years, or
- 4 = would you join more than 2 years from now?

522 Now I'd like to ask you in another way about the likelihood of your serving in the military. Think of a scale from zero to ten, with ten standing for the very highest likelihood of serving and zero standing for the very lowest likelihood of serving. How likely is it that you will be serving in the military in the next few years?

ENTER NUMBER                    FORMAT: 12 [USE LEADING ZERO.]  
 RANGE: 00 (Lowest likelihood)--10 (Highest likelihood)

SKIP	IF Q.438 = 5, SKIP TO Q.524.
------	------------------------------

523 Before we talked today, had you ever even thought about joining the military?

- 1 = YES  
2 = NO [SKIP TO Q.551.]

524 How seriously did you consider the possibility of joining the military? Would you say you considered joining the military...

- 1 = very seriously,  
2 = somewhat seriously,  
3 = only slightly seriously, or  
4 = not really seriously at all?

NOTE: Question numbers 525 through 550 were not used.

551 As far as you know, what is the starting monthly pay for an enlisted person in the military -- before taxes are deducted?

ENTER PAY PER MONTH                   FORMAT: 1234  
  RANGE: 0100 - 9995 → [SKIP TO Q.553.]  
  9998 = DK  
  9999 = RE

552 Could you please give me your best guess? (PROBE: Just an estimate will do.)

ENTER PAY PER MONTH                   FORMAT: 1234  
  RANGE: 0100-9995  
  9998 = DK } [SKIP TO Q.554]  
  9999 = RE }

553 When you thought of starting monthly pay, did you include any military benefits such as food, housing, and medical benefits?

- 1 = YES  
2 = NO

554 The starting monthly pay for an enlisted person is approximately 575 dollars. Knowing this, how likely is it that you will be serving in the military in the next few years? Would you say...

- 1 = definitely,
- 2 = probably,
- 3 = probably not, or
- 4 = definitely not?

SKIP	IF RANDOM HALF-SAMPLE, SKIP TO Q.559.
------	---------------------------------------

555 As far as you know, does any service pay a cash bonus for enlisting, in addition to regular monthly pay?

- 1 = YES
- 2 = NO }
- 8 = DK }      → [IF ACTIVE AND RESERVE SUBSAMPLE, SKIP TO Q.571.]
- 9 = RE }      → [IF ACTIVE-ONLY SUBSAMPLE, SKIP TO Q.601.]

556 Which service or services pay a cash bonus for enlisting? [ENTER CODE FOR EACH MENTION. PROBE: Any others?]

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY
- 8 = DK }
- 9 = RE }      → [IF ACTIVE AND RESERVE SUBSAMPLE, SKIP TO Q.571.]
- 
- 

557 Which service pays the biggest bonus, or do they all pay the same bonus? [PROBE: Just your best guess will do.]

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY
- 5 = ALL PAY THE SAME BONUS

558 How much is the biggest cash bonus a person can get for enlisting? [PROBE: Please give me your best estimate.]

ENTER AMOUNT

FORMAT: 12345 [USE LEADING ZERO]  
RANGE: 00001 - 55555

SKIP	IF ACTIVE-ONLY SUBSAMPLE, SKIP TO Q.601.
------	--

559 As far as you know, does any service have a program that helps pay for civilian college or vocational training?

1 = YES

2 = NO

8 = DK }

9 = RE }

[IF ACTIVE AND RESERVE SUBSAMPLE, SKIP TO Q.571.]  
[IF ACTIVE-ONLY SUBSAMPLE, SKIP TO Q.601.]

560 Which service or services offer a program that helps pay for college or vocational training? [ENTER CODE FOR EACH MENTION.  
PROBE: Any others?]

1 = AIR FORCE

2 = ARMY

3 = MARINE CORPS

4 = NAVY

8 = DK }

9 = RE }

[IF ACTIVE AND RESERVE SUBSAMPLE, SKIP TO Q.571.]  
[IF ACTIVE-ONLY SUBSAMPLE, SKIP TO Q.601.]

561 Which service offers the largest educational benefits or do they all offer the same benefits? [PROBE: Just your best guess will do.]

1 = AIR FORCE

2 = ARMY

3 = MARINE CORPS

4 = NAVY

5 = ALL SERVICES OFFER SAME BENEFITS.

562 If someone enlists for 4 years, what is the maximum amount of money they can receive under this educational benefits program? [PROBE: Please give me your best estimate.]

ENTER AMOUNT

FORMAT: 12345

RANGE: 00001 - 55555

SKIP

IF ACTIVE-ONLY SUBSAMPLE, SKIP TO Q.601.

NOTE: Question numbers 563 through 570 were not used.

Now, I'm going to ask you a few questions about the National Guard and the Reserves.

571 How many days do you think members of the National Guard and Reserve have to participate in drills each month, once their basic training is completed? Do not include summer training. [PROBE: Just your best guess will do.]

ENTER NUMBER OF DRILL DAYS PER MONTH

FORMAT: 12 [USE LEAD ZERO]

RANGE: 01-30

572 How many days do you think members of the National Guard and Reserves spend at summer training camp each year? [PROBE: Just your best guess will do.]

ENTER NUMBER OF DAYS FOR SUMMER CAMP      FORMAT: 12 [USE LEAD ZERO]  
RANGE: 01-90

573 How much money do you think someone beginning service in the Guard or Reserve earns for each eight-hour weekend drill day? [PROBE: Just your best guess will do.]

ENTER AMOUNT OF PAY PER DAY      FORMAT: 123 [USE LEAD ZERO]  
RANGE: 001-555

SKIP	IF Q.416 = >2, SKIP TO Q.579. IF Q.416 = 1 AND (3 <= Q.430 <= 4), SKIP TO Q.579.
------	---

574 Currently, initial training in most National Guard or Reserve units requires 3 to 6 months, full-time. Do you think an employer would hold a job for you if you were away for active duty training with the National Guard or the Reserves for 3 to 6 months?

1 = YES  
2 = NO

575 If an employer did hold a position open, do you think you would lose your job seniority during the training period for the National Guard or Reserves?

1 = YES  
2 = NO

576 Does your employer have a specific policy about participation in the National Guard or Reserves?

1 = YES  
2 = NO

577 With respect to Guard or Reserve participation, would you say your employer is...

1 = positive,  
2 = neutral, or  
3 = negative?

578 Have you ever talked with any supervisor about your employer's policy about the National Guard or Reserves or has any supervisor ever talked about this with you?

1 = YES  
2 = NO

579 How likely would you be to enlist in the National Guard or Reserves for six years if you were to receive a 2,000 dollar bonus for joining? Would you...

1 = definitely enlist, → [SKIP TO Q.582.]  
2 = probably enlist,  
3 = probably not enlist, or  
4 = definitely not enlist?

580 What if you were to receive a 4,000 dollar bonus for six years in the National Guard or Reserves? Would you...

IF Q.580 { 1 = definitely enlist, → [SKIP TO Q.582.]  
IF Q.581 >Q.579, { 2 = probably enlist,  
RESOLVE { 3 = probably not enlist, or  
          { 4 = definitely not enlist?

581 How about a 6,000 dollar bonus for six years? (Would you...)

IF Q.581 >Q.580, { 1 = definitely enlist,  
RESOLVE { 2 = probably enlist,  
          { 3 = probably not enlist, or  
          { 4 = definitely not enlist?)

582 Is there a National Guard or Reserve unit located close enough to you for you to join?

1 = YES  
2 = NO

583 Suppose you joined a National Guard or Reserve unit and then moved to another geographic area. Do you think the military would allow you to transfer to another unit or go inactive?

1 = YES, MILITARY WOULD ALLOW R TO TRANSFER OR GO INACTIVE  
2 = NO

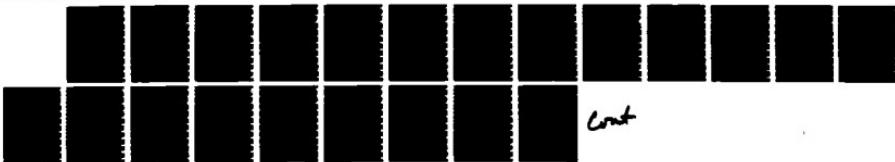
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R M BRAY ET AL. JUN 86 RTI/3365/05-82FR

UNCLASSIFIED

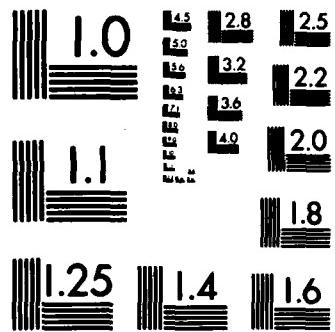
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Cont



PHOTOCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS 1963-A

Questionnaire Section D -- Advertising, Recruiter Contact, and Demographic Items

- 601 For what military service or services do you recall seeing or hearing advertising that encouraged people to enlist in one or more of the services? [ENTER CODE FOR EACH MENTION. PROBE: Any other services?]
- 0 = NONE → [ALLOWED FOR FIRST MENTION ONLY--SKIP TO Q.602.]  
1 = AIR FORCE  
2 = ARMY  
3 = COAST GUARD  
4 = MARINE CORPS  
5 = NAVY  
6 = NATIONAL GUARD/RESERVES  
7 = ONE AD FOR ALL SERVICES  
8 = DK → [ALLOWED FOR FIRST MENTION ONLY--SKIP TO Q.602.]  
9 = RE → [ALLOWED FOR FIRST MENTION ONLY--SKIP TO INTRO. BEFORE Q.610.]
- Do you recall seeing or hearing any advertising for [EACH SERVICE NOT MENTIONED IN Q.601] recently?
- 602 the Air Force?  
1 = Yes  
2 = No  
3 = MENTIONED IN Q.601.
- 603 the Army?  
1 = Yes  
2 = No  
3 = MENTIONED IN Q.601.
- 604 the Coast Guard?  
1 = Yes  
2 = No  
3 = MENTIONED IN Q.601
- 605 the Marine Corps?  
1 = Yes  
2 = No  
3 = MENTIONED IN Q.601.
- 606 the Navy?  
1 = Yes  
2 = No  
3 = MENTIONED IN Q.601

607 the National Guard/Reserves?

- 1 = Yes
- 2 = No
- 3 = MENTIONED IN Q.601

608 one ad for all the services?

- 1 = Yes
- 2 = No
- 3 = MENTIONED IN Q.601.

SKIP	IF NONE OF Q.602 - Q.608 = 1 OR = 3, SKIP TO INTRO BEFORE Q.610.
------	--

609A Other than trying to get you to enlist in the military, what was the main idea the advertising for the (SERVICE SELECTED RANDOMLY FROM ALL SERVICES MENTIONED IN Q.601 AND ANY ADDITIONAL SERVICES WHOSE ADVERTISING WAS RECALLED IN Q.602-Q.608) was trying to get across?  
 [PROBE: What did it say or show?]

ENTER VERBATIM RESPONSE.

609B What slogan do you recall seeing or hearing in the advertising for the (Q.609A SERVICE)?

ENTER VERBATIM RESPONSE.

SERIES Q.610-Q.615 ASKED IN RANDOM ORDER.
---

I am going to mention some slogans used by the military in its advertising. After I read each slogan, please tell me whether it is used by the...

Army,  
 Air Force,  
 Marine Corps, }  
 Navy, } → [SERVICES LISTED IN RANDOM ORDER]

or, by all four active duty services together in the same ad or commercial?

610 Who in the military uses the advertising slogan, " Blank. It's not just a job. It's an adventure"?

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY
- 5 = ALL FOUR SERVICES IN SAME AD

- 611 Who in the military uses the advertising slogan, "The few. The proud. The Blank"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD
- 612 Who in the military uses the advertising slogan, "Be all you can be"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD
- 613 Who in the military uses the advertising slogan, "Blank, a great way of life"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD
- 613A Who in the military uses the advertising slogan, "We're looking for a few goood men"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD
- 614 Who in the military uses the advertising slogan, "It's a great place to start"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD
- 615 Who in the military uses the advertising slogan, "Aim high. Blank"?
- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL FOUR SERVICES IN SAME AD

---

SKIP

IF OLDER MALE, SKIP TO Q. 628.

---

616 Within the last twelve months, do you recall seeing any advertising for the military in magazines, newspapers, or on billboards?

- 1 = YES  
2 = NO  
8 = DK { → [SKIP TO Q.618.]  
9 = RE }

617 For which military services did you see this kind of advertising?  
[PROBE: Any others? ENTER CODE FOR EACH MENTION.]

- 1 = ARMY  
2 = NAVY  
3 = AIR FORCE  
4 = MARINE CORPS  
5 = COAST GUARD  
6 = ALL ACTIVE SERVICES  
7 = ARMY NATIONAL GUARD  
8 = ARMY RESERVE  
9 = NAVAL RESERVE  
10 = AIR NATIONAL GUARD  
11 = AIR FORCE RESERVE  
12 = MARINE CORPS RESERVE  
13 = ALL NATIONAL GUARD/RESERVES

618 Within the last twelve months, do you recall any television or radio advertising for the military?

- 1 = YES  
2 = NO  
8 = DK { → [SKIP TO Q.620.]  
9 = RE }

619 For which military services did you see or hear this kind of advertising?  
[PROBE: Any others? ENTER CODE FOR EACH MENTION.]

- 1 = ARMY  
2 = NAVY  
3 = AIR FORCE  
4 = MARINE CORPS  
5 = COAST GUARD  
6 = ALL ACTIVE SERVICES  
7 = ARMY NATIONAL GUARD  
8 = ARMY RESERVE  
9 = NAVAL RESERVE  
10 = AIR NATIONAL GUARD  
11 = AIR FORCE RESERVE  
12 = MARINE CORPS RESERVE  
13 = ALL NATIONAL GUARD/RESERVES

620 Within the last 12 months, have you received any military recruiting literature in the mail without asking for it?

- 1 = YES  
2 = NO  
8 = DK } → [SKIP TO Q.622.]  
9 = RE

621 Which military services did you get literature about? [ENTER CODE FOR EACH MENTION. DO NOT PROBE.]

- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL SERVICES TOGETHER  
6 = NATIONAL GUARD  
7 = RESERVES

622 Within the last 12 months, have you made a toll-free call for information about the military?

- 1 = YES  
2 = NO  
8 = DK } → [SKIP TO Q.625]  
9 = RE

623 Which military services did you call about? [ENTER CODE FOR EACH MENTION. DO NOT PROBE.]

- 1 = AIR FORCE  
2 = ARMY  
3 = MARINE CORPS  
4 = NAVY  
5 = ALL SERVICES TOGETHER  
6 = NATIONAL GUARD  
7 = RESERVES

625 Within the last 12 months, have you sent a post card or coupon for information about the military?

- 1 = YES  
2 = NO  
8 = DK } → [SKIP TO Q.628.]  
9 = RE

626 Which military services did you send for information about? [ENTER CODE FOR EACH MENTION. DO NOT PROBE.]

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY
- 5 = ALL SERVICES TOGETHER
- 6 = NATIONAL GUARD
- 7 = RESERVES

628 Have you ever talked with any military recruiter to get information about the military?

- 1 = YES
- 2 = NO
- 8 = DK } → [SKIP TO Q.630.]
- 9 = RE }

629 What service or services of the military did the recruiter represent? [ENTER CODE FOR EACH MENTION. PROBE: Any other service's recruiter? UNTIL NO MORE MENTIONS.]

- 1 = AIR FORCE
- 2 = ARMY
- 3 = MARINE CORPS
- 4 = NAVY
- 8 = DK } [SKIP TO Q.644.]
- 9 = RE }

SKIP	IF 629 = 1, SKIP TO Q.631. IF 629 ≠ 1 AND Q.629 = 2, SKIP TO Q.634. IF 629 ≠ 1 OR 2 AND Q.629 = 3, SKIP TO Q.637. IF Q.629 ≠ 1 OR 2 OR 3 AND Q.629 = 4, SKIP TO Q.640.
------	---

630 Do you think you might talk to a military recruiter to get information about the military in the future?

- 1 = YES
- 2 = NO
- 8 = DK } → [SKIP TO Q.645.]
- 9 = RE }

631 Did the Air Force recruiter represent the..

- 1 = active Air Force,
- 2 = the Air Force Reserve, or
- 3 = the Air National Guard?
- 4 = TWO OR MORE OF THE COMPONENTS ABOVE

632 How did you and the Air Force recruiter get in touch the first time you talked? Did you...

- 1 = get a phone call from the recruiter, or
- 2 = did you call the recruiter, or
- 3 = talk at a recruiting station, or
- 4 = talk at a job fair, or
- 5 = talk at school, or
- 6 = did you get in touch some other way?

633 When did you last talk with the Air Force recruiter--what month and year was your last contact with an Air Force recruiter?

ENTER MONTH

FORMAT: 12 [USE LEADING ZERO.]  
RANGE: 01-12

ENTER YEAR

FORMAT: 12  
RANGE: 71-84

SKIP	IF Q.629 ≠ 2 AND Q.629 = 3, SKIP TO Q.637. IF Q.629 AND ≠ 2 OR 3 AND Q.629 = 4, SKIP TO Q.640 IF Q.629 ≠ 2 OR 3 OR 4, SKIP TO Q.644.
------	--

634 Did the Army recruiter represent the...

- 1 = active Army,
- 2 = the Army Reserve, or
- 3 = the Army National Guard?
- 4 = TWO OR MORE OF THE COMPONENTS ABOVE

635 How did you and the Army recruiter get in touch the first time you talked? Did you...

- 1 = get a phone call from the recruiter, or
- 2 = did you call the recruiter, or
- 3 = talk at a recruiting station, or
- 4 = talk at a job fair, or
- 5 = talk at school, or
- 6 = did you get in touch some other way?

636 When did you last talk with the Army recruiter--what month and year was your last contact with an Army recruiter?

ENTER MONTH

FORMAT: 12 [USE LEADING ZERO.]  
RANGE: 01-12

ENTER YEAR

FORMAT: 12  
RANGE: 71-84

SKIP	IF Q.629 ≠ 3 AND Q.629 = 4, SKIP TO Q.640. IF Q.629 ≠ 3 OR 4, SKIP TO Q.644.
------	---

637 Did the Marine Corps recruiter represent the..

- 1 = active Marine Corps, or
- 2 = the Marine Corps Reserve?
- 3 = BOTH OF THE COMPONENTS ABOVE

638 How did you and the Marine Corps recruiter get in touch the first time you talked? Did you...

- 1 = get a phone call from the recruiter, or
- 2 = did you call the recruiter, or
- 3 = talk at a recruiting station, or
- 4 = talk at a job fair, or
- 5 = talk at school, or
- 6 = did you get in touch some other way?

639 When did you last talk with the Marine Corps recruiter--what month and year was your last contact with a Marine Corps recruiter?

ENTER MONTH

FORMAT: 12 [USE LEADING ZERO]  
RANGE: 01-12

ENTER YEAR

FORMAT: 12  
RANGE: 71-84

**SKIP**

IF Q.629 ≠ 4, SKIP TO Q.644.

640 Did the Navy recruiter represent the...

- 1 = active Navy, or
- 2 = the Naval Reserves?
- 3 = BOTH OF THE COMPONENTS ABOVE

641 How did you and the Navy recruiter get in touch the first time you talked? Did you...

- 1 = get a phone call from the recruiter, or
- 2 = did you call the recruiter, or
- 3 = talk at a recruiting station, or
- 4 = talk at a job fair, or
- 5 = talk at school, or
- 6 = did you get in touch some other way?

642 When did you last talk with the Navy recruiter--what month and year was your last contact with a Navy recruiter?

ENTER MONTH

FORMAT: 12 [USE LEADING ZERO.]  
RANGE: 01-12

ENTER YEAR

FORMAT: 12  
RANGE: 72-84

644 What enlistment options or advantages of joining the service do you remember? [DO NOT READ ITEMS. ENTER CODE FOR EACH MENTION FOR FIRST 8 MENTIONS.]

- 01 = CASH BONUS
- 02 = MONEY FOR EDUCATION
- 03 = GUARANTEED TYPE OF TRAINING
- 04 = TWO-YEAR ENLISTMENT
- 05 = GUARANTEED LOCATION FOR TRAINING
- 06 = GUARANTEED JOB ASSIGNMENT AT END OF TRAINING
- 07 = ADVANCE PAY GRADE
- 08 = GOOD PAY
- 09 = TRAVEL
- 10 = ADVENTURE
- 11 = JOB SATISFACTION
- 12 = GOOD PEOPLE TO WORK WITH
- 13 = TRAINING FOR LEADERSHIP
- 14 = EQUAL OPPORTUNITY
- 15 = SKILLS TRAINING
- 16 = OTHER

645 Have you ever taken the three-hour written test called the ASVAB that is required to enter the military?

- 1 = YES → [SKIP TO Q. 647.]
- 2 = NO
- 8 = DK

646 Do you think you might take the written test required for the military in the future?

- 1 = YES
- 2 = NO } [SKIP TO Q. 649.]
- 8 = DK

647 Where did you take this written test? Did you take the ASVAB...

- 1 = at your high school,
- 2 = at a Military Entrance Processing Station (MEPS), or
- 3 = somewhere else?

SERIES Q.649 - Q.678 ASKED IN RANDOM ORDER IN SETS OF 2.

Now, I'd like for you to give me your opinions on several topics. First, I'd like to read several job characteristics. After I read each characteristic, please tell me how important you feel it would be in choosing a job.

649 (In choosing a job,) is being able to stay in the area near family and friends...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

650 Is being able to stay in the area near family and friends more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

651 (In choosing a job,) is being able to do something for your country...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

652 Is being able to do something for your country more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

653 (In choosing a job,) is being able to get money for education...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

654 Is being able to get money for education more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

655 (In choosing a job,) is personal freedom...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

656 Is personal freedom more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

657 (In choosing a job,) is good income ...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

658 Is good income more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

659 (In choosing a job,) are high status and prestige...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

660 Are high status and prestige more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

661 (In choosing a job,) is your parents' approval...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

662 Is your parents' approval more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

663 (In choosing a job,) is being able to learn a valuable trade or skill...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

664 Is being able to learn a valuable trade or skill more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

665 (In choosing a job,) is having a lot in common with your co-workers...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

666 Is having a lot in common with your co-workers more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

667 (In choosing a job,) is enjoying your work...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

668 Is enjoying your work more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

669 (In choosing a job,) are promotion opportunities...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

670 Are promotion opportunities more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

671 (In choosing a job,) are adequate retirement benefits...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

672 Are adequate retirement benefits more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

673 (In choosing a job,) is getting trained for leadership...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

674 Is getting trained for leadership more likely to occur in a...

1 = military job,  
2 = in a civilian job, or  
3 = could it occur in either one?

675 (In choosing a job,) is equal pay and opportunity for men and women...

1 = extremely important,  
2 = very important,  
3 = somewhat important, or  
4 = not at all important to you?  
8 = DK

676 Are equal pay and opportunity for men and women more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

677 (In choosing a job,) is job security--that is, having a steady job ...

- 1 = extremely important,
- 2 = very important,
- 3 = somewhat important, or
- 4 = not at all important to you?
- 8 = DK

678 Is job security--that is, having a steady job--more likely to occur in a...

- 1 = military job,
- 2 = in a civilian job, or
- 3 = could it occur in either one?

682 Has a good friend or close relative of yours signed up with one of the military services within the last 6 months?

- 1 = YES
- 2 = NO
- 8 = DK
- 9 = RE

683 Within the last year or so, have you discussed with anyone the possibility of your serving in the military?

- 1 = YES
- 2 = NO
- 8 = DK { → [SKIP TO Q.690.]
- 9 = RE }

684 With whom did you discuss serving in the military? [DO NOT READ LIST. PROBE: Any one else?] [ENTER CODE FOR EACH MENTION.]

- 1 = FRIENDS
- 2 = MOTHER
- 3 = FATHER
- 4 = A BROTHER OR SISTER
- 5 = SOME OTHER RELATIVE
- 6 = (BOY/GIRL)FRIEND OR SPOUSE
- 7 = A TEACHER
- 8 = A COUNSELOR AT SCHOOL
- 9 = A RECRUITER

SKIP	IF Q.684 ≠ 1 AND OLDER MALE, SKIP TO Q.688. IF Q.684 ≠ 1 AND NOT OLDER MALE, SKIP TO Q.690.
------	--

(Was this a friend.../Were these friends...)

685 ...from school?

1 = YES  
2 = NO

686 ...at work?

1 = YES  
2 = NO

687 ...in the service?

1 = YES  
2 = NO

SKIP

IF NOT OLDER MALE, SKIP TO Q.690.

Have you ever discussed the possibility of serving in the military with...

688 any co-workers?

1 = YES  
2 = NO

689 any employer?

1 = YES  
2 = NO

690 If a good friend of yours asked your advice about seeing a military recruiter, would you say it was...

1 = a waste of time,  
2 = up to him or her, or  
3 = a good idea?

691 How do the people who matter most to you feel about your serving in the active military? Would you say that most of them are...

1 = very favorable  
2 = somewhat favorable,  
3 = neither favorable nor unfavorable,  
4 = somewhat unfavorable, or  
5 = very unfavorable toward your serving in the active military?

692 How do you feel about serving in the active military yourself? Are you...

- 1 = very favorable
- 2 = somewhat favorable,
- 3 = neither favorable nor unfavorable,
- 4 = somewhat unfavorable, or
- 5 = very unfavorable toward your serving in the active military?

693 To help me ask the next few questions correctly, I need to know whether you are currently...

- 1 = married,
- 2 = widowed,
- 3 = separated,
- 4 = divorced, or
- 5 = have you never been married?
- 9 = RE

694 Not counting yourself, (but counting your spouse,) how many dependents do you have--that is, how many people do you support?

ENTER NUMBER OF DEPENDENTS                   FORMAT: 12 [USE LEADING ZERO.]  
  RANGE: 00 -10

698 Have you ever taken a college entrance examination such as the PSAT (Preliminary Scholastic Aptitude Test), the SAT (Scholastic Aptitude Test), or the ACT (American College Testing Program)?

- 1 = YES → [SKIP TO Q.700.]
- 2 = NO → [IF OLDER MALE, SKIP TO Q.700.]

699 In the future do you plan to take a college entrance examination?

- 1 = YES
- 2 = NO

SKIP	IF Q.404 <9 AND Q.407 => 2, SKIP TO Q.713F.
------	---

700 What grades (do/did) you usually get in high school?

- 1 = Mostly A's (A numerical average of 90-100)
- 2 = Mostly A's and B's (85-89)
- 3 = Mostly B's (80-84)
- 4 = Mostly B's and C's (75-79)
- 5 = Mostly C's (70-74)
- 6 = Mostly C's and D's (65-69)
- 7 = Mostly D's and F's (64 and below)

701 (Is/Was) your high school program...

- 1 = academic or college preparatory,
- 2 = commercial or business training,
- 3 = or vocational or technical?

Now I have a list of high school mathematics and technical courses.  
As I read each one, please tell me whether you have taken or plan  
to take that course in regular high school.

702 Elementary algebra (ALGEBRA I)

- 1 = TAKEN
- 2 = PLAN TO TAKE
- 3 = NOT TAKEN

703 Plane geometry

- 1 = TAKEN
- 2 = PLAN TO TAKE
- 3 = NOT TAKEN

704 Business math

- 1 = TAKEN
- 2 = PLAN TO TAKE
- 3 = NOT TAKEN

705 Computer science

- 1 = TAKEN
- 2 = PLAN TO TAKE
- 3 = NOT TAKEN

706 Intermediate algebra (ALGEBRA II)

- 1 = TAKEN
- 2 = PLAN TO TAKE
- 3 = NOT TAKEN

## 707 Trigonometry

1 = TAKEN  
2 = PLAN TO TAKE  
3 = NOT TAKEN

## 708 Calculus

1 = TAKEN  
2 = PLAN TO TAKE  
3 = NOT TAKEN

## 709 Physics

1 = TAKEN  
2 = PLAN TO TAKE  
3 = NOT TAKEN

SKIP

IF OLDER MALE, SKIP TO Q.713F.

## 710 (Does/Did) your high school have a computerized system that provide(s/d) information about careers?

1 = YES  
2 = NO  
3 = DK }→ [SKIP TO Q.713F.]

## 711 In using this system, did you get any information about the military?

1 = YES  
2 = NO  
3 = DID NOT USE SYSTEM } → [SKIP TO Q.713F]

## 712 Did the information about the military that you got from the system increase your interest in the military?

1 = YES  
2 = NO

713F What is the highest grade or year of school or college that your father completed?

- 07 = LESS THAN 8th GRADE
- 08 = 8th GRADE
- 09 = 9th GRADE
- 10 = 10th GRADE
- 11 = 11th GRADE
- 12 = 12th GRADE
- 13 = 1st YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (FR)
- 14 = 2nd YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (SO)
- 15 = 3rd YEAR OF 4-YEAR COLLEGE (JR)
- 16 = 4th YEAR OF 4-YEAR COLLEGE (SR)
- 17 = 5th YEAR COLLEGE/1st YEAR GRAD. OR PROF. SCHOOL
- 18 = 2nd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 19 = 3rd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 20 = MORE THAN 3 YEARS GRADUATE/PROFESSIONAL SCHOOL

713 What is the highest grade or year of school or college that your mother completed?

- 07 = LESS THAN 8th GRADE
- 08 = 8th GRADE
- 09 = 9th GRADE
- 10 = 10th GRADE
- 11 = 11th GRADE
- 12 = 12th GRADE
- 13 = 1st YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (FR)
- 14 = 2nd YEAR COLLEGE/JR. OR COMM. COL./VOC., BUS., OR TRADE SCHOOL (SO)
- 15 = 3rd YEAR OF 4-YEAR COLLEGE (JR)
- 16 = 4th YEAR OF 4-YEAR COLLEGE (SR)
- 17 = 5th YEAR COLLEGE/1st YEAR GRAD. OR PROF. SCHOOL
- 18 = 2nd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 19 = 3rd YEAR GRADUATE OR PROFESSIONAL SCHOOL
- 20 = MORE THAN 3 YEARS GRADUATE/PROFESSIONAL SCHOOL

714 Just to be sure we are representing all groups in our survey, please tell me whether you consider yourself...  
[IF "HISPANIC" PROBE: Do you consider your race to be white, black, Asian, or American Indian?]

- 1 = white?
- 2 = black?
- 3 = Asian or Pacific Islander? (INCLUDES CHINESE, JAPANESE, FILIPINO, KOREAN, VIETNAMESE, PACIFIC ISLANDER, ASIAN INDIAN, OR OTHER ASIAN)
- 4 = American Indian or Alaskan Native?

715 Are you of Hispanic background? [INCLUDES SPANISH-AMERICAN, MEXICAN-AMERICAN, PUERTO RICAN, CHICANO, CUBAN-AMERICAN, ETC.]

1 = YES, HISPANIC BACKGROUND  
2 = NO, NOT HISPANIC BACKGROUND

716 Now, I need to record your Social Security Number. By law, you do not have to tell me your Social Security Number, but it would help our study--so, can you tell me what it is? [PROBE: Would you look it up? I'll wait.]

ENTER THE 9 DIGIT SOCIAL SECURITY NUMBER OR THE CHARACTERS BELOW.

FORMAT: 123456789

DK = Doesn't know

N = No SSN

RE = Refusal

X = Asked questions

SKIP

IF Q.716 ≠ RE or X, SKIP TO Closing Statement.

717 We need this information for use in another study that matches enlistments in the Armed Forces to some of the ideas we've been discussing in this interview.

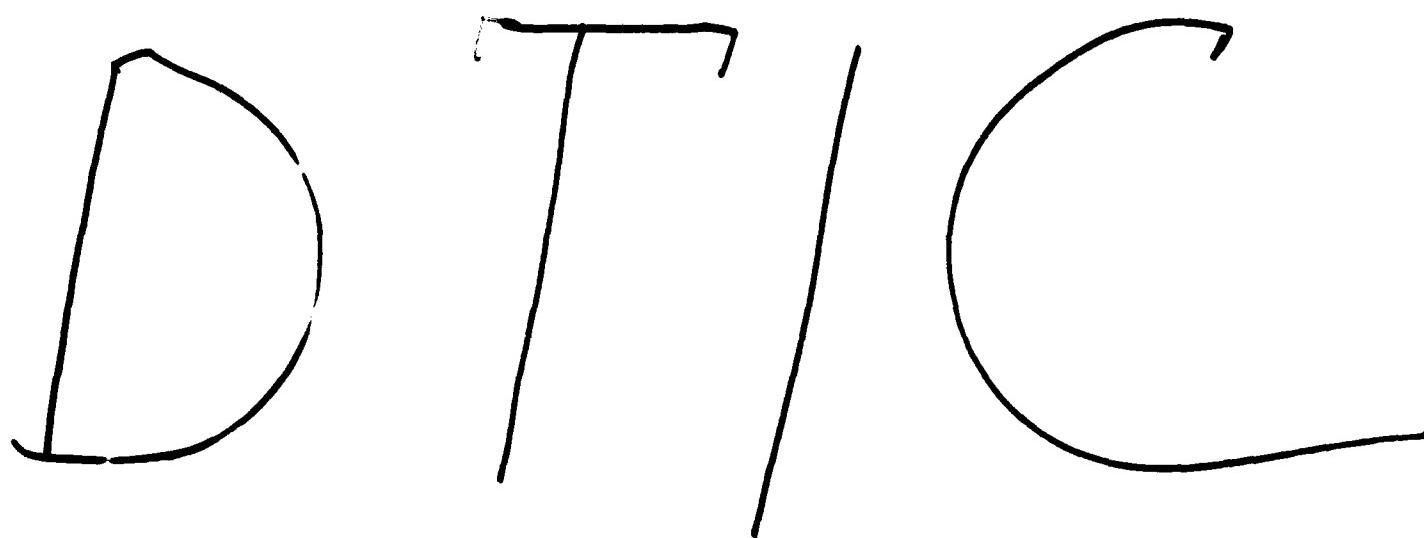
ENTER THE 9 DIGIT SOCIAL SECURITY NUMBER OR THE CHARACTERS BELOW.

FORMAT: 123456789

DK = Doesn't know

N = No SSN

RE = Refusal



9 - - 86



AD-A171 517

YOUTH ATTITUDE TRACKING STUDY II WAVE 16 - FALL 1985

545

(U) RESEARCH TRIANGLE INST RESEARCH TRIANGLE PARK NC

R M BRAY ET AL. JUN 86 RTI/3365/05-02FR

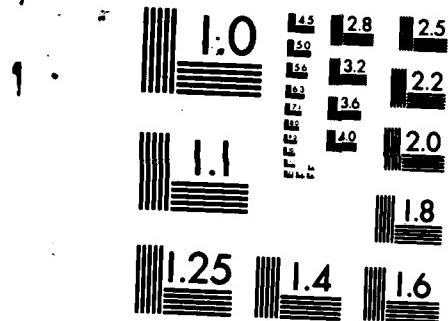
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NL





MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

# SUPPLEMENTARY

# INFORMATION

AD-A171517

SECURITY CLASSIFICATION OF THIS PAGE

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17 COSATI CODES <table border="1"><tr><th>FIELD</th><th>GROUP</th><th>SUB-GROUP</th></tr><tr><td>05</td><td>09</td><td></td></tr><tr><td></td><td></td><td></td></tr></table>		FIELD	GROUP	SUB-GROUP	05	09					18 SUBJECT TERMS (Continue on reverse if necessary and identify by block number) YATS/Youth/Military/Manpower/Active Force/Recruiting/Research Propensity/Military Benefits/Reserve Force/Advertising	
FIELD	GROUP	SUB-GROUP										
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19 ABSTRACT (Continue on reverse if necessary and identify by block number) This report describes the 1985 YATS II study conducted by Research Triangle Institute (RTI). The survey hopes to provide the Services with reliable, valid and timely recruit market data. This data describes backgrounds, attitudes and motivations of young men and women and their intentions to serve in the military. The sample includes data from three market groups: young males-age 16-21, older males-age 22-29, and females-age 16-21. Results are based on interviews from 5,478 young males, 1,180 older males, and 3,301 females. Data for the survey was gathered via responses to a 30-minute computer-assisted telephone interview from a national sample.												
The focus of this report is to understand the factors that influence the propensity of the current pool of young adults to enlist and to provide useful information to recruiting managers and advertising personnel.												
Chapters 1-3 discuss the general background and methodology of the study. Chapters 4-7 present descriptive results for the three market groups. Chapters 8-9 present segmentation analysis and chapter 10 presents an alternate segmentation analysis based on high school status.												
20 DISTRIBUTION/AVAILABILITY OF ABSTRACT <input checked="" type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT <input type="checkbox"/> DTIC USERS		21 ABSTRACT SECURITY CLASSIFICATION Unclassified										
22a NAME OF RESPONSIBLE INDIVIDUAL Cynthia Ann Pilecki		22b TELEPHONE (Include Area Code) 202-696-5833	22c OFFICE SYMBOL DMDC									

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and predicted armed forces qualification test (AFQT) categories.

The following is a brief summary of conclusions.

For older males, propensity to join the Navy declined significantly and propensity for females to join the Air Force also declined.

Young males and females had significantly lower propensity toward service in the Reserve than toward active duty service. Older males report positive propensity for the Reserves as active service.

Positive propensity respondents were more likely to be younger, nonwhite, never married attending or planning to attend school, less educated and not employed but looking for a job

From a list of 15 job characteristics asked in the survey, six were rated as extremely or very important by 75 percent of the three groups. These were: enjoyment of work, job security, good income, personal freedom, learn a valuable skill, or trade and adequate retirement benefits. 87 percent of the females also rated equal pay and opportunity for men and women as important. Four of these characteristics were rated by 25 percent or more of all market group as more likely to occur in the military. These were: do something for country, training for leadership, money for education, and job security. Five characteristics were reported by 25 percent or more of males as more likely to occur in civilian jobs: stay in area, personal freedom, good income, enjoyment of work, and parent's approval. Females concurred on all items except good income which they were more likely to perceive as equally attainable in military and civilian jobs.

Respondents with positive propensity were also positive about their intentions to continue their education.

Knowledge of monthly starting pay and enlistment bonuses was low. Informing respondents of the correct amount of starting pay had little effect on general intention to serve. Propensity to enlist was not related to knowledge of enlistment bonuses.

Knowledge about educational benefits was high. It was also unrelated to propensity.

Concerning Reserve Duty, older males were more accurate in estimating number of required drill days per month. All three market groups showed low levels of knowledge regarding beginning pay per drill day.

Raising enlistment bonuses increased likelihood of enlistment.

Awareness was highest for Army ads and low for joint service, National Guard and Coast Guard advertising.

More than 70 percent of young males and females had seen print advertising and more than 85 percent saw or heard broadcast advertising.

Very few young males and females took the initiative to mail a card, or make a toll-free call for information about the military.

The three market groups were further segmented into recruiting priority groups (RPG's) as aid in targeting recruiter activities. The groups were: high aptitude high school graduate, low aptitude high school graduates, college students, young high school students, and non-completers. The majority of the groups were white, and females more likely to be married than young males.

Large majorities of young males and females desired more education or training. Many believed it would be difficult to pay for further schooling.

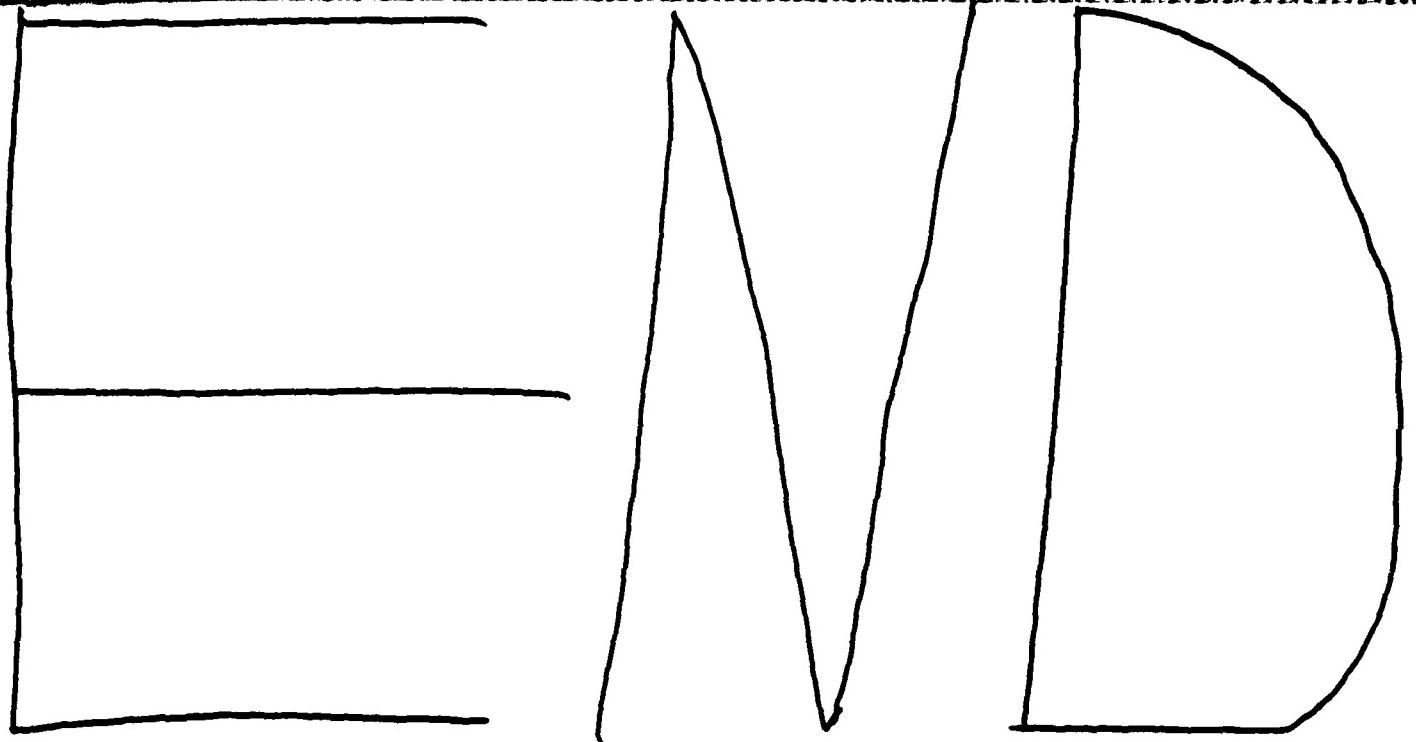
Young high school students followed by non-completers and lower aptitude graduates showed the highest propensity.

High aptitude graduates and college students had the lowest propensity.

Issues such as military pay, enlistment bonuses, advertising and recruiter contact were explored with these RPG groups as well.

Appendices include sampling design and estimation procedures, estimated sampling errors, sociodemographic characteristics by Reserve propensity, cross reference with other YATES questionnaires, and survey screener and questionnaire.

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